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# THE NATION'S SCHOOLS



S. 2499 . . . . . *John Dewey, Bishop Oxnam*  
*E. R. Sifert and Lee Thurston*

A.A.S.A. Convention Digest  
*16 Page Portfolio*

Demise of the "Hooky Cop"  
*Edith Carson Smith*

How to Buy Equipment for Visual Aids  
*Wendt, Bauck and Nickerson*

New School Program in Florida  
*Edgar L. Morphet*

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*15 Original Articles, 12 Regular Features*

MARCH . . . . . 1947



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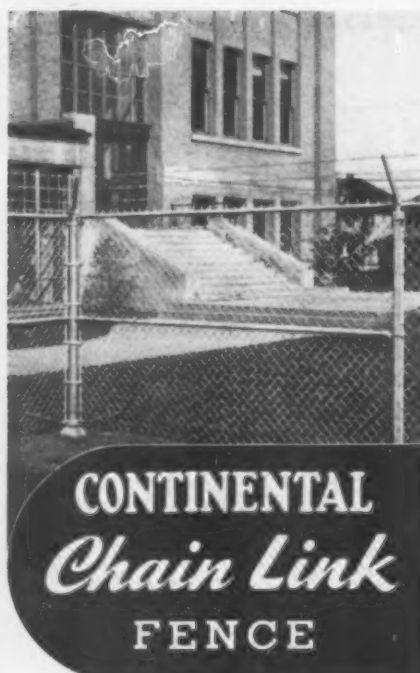
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# THE ROVING REPORTER

## Travel Credit Plan

An interesting travel credit plan has been worked out by the teachers' association at Deming, N. M. According to its provisions, trips must be planned to contribute to the cultural background and professional training of the teachers taking them. Application for a trip or travel must be made to an evaluating committee and must include information regarding the proposed itinerary, preparation for the trip through reading and value to the teacher in the type of work in which he is engaged. Under special conditions this prior application may be waived.

A satisfactory written or oral report of the trip must be presented to the evaluating committee after its completion. This may take the form of an itinerary, a photograph collection or other organized record of the trip. Credit may not be claimed twice for the same trip. One and one half travel points are given for each week of travel. Trips of shorter duration will be cumulative.

A \$60 increase in salary will be given for every 7½ travel points earned, but this increase will not be given oftener than every two years. Travel points and academic credit may be combined and may be earned simultaneously. J. Cloyd Miller is superintendent of schools at Deming.

## 12 Months' School at Key West

That the long summer vacation causes certain educational and social problems is the belief of the school authorities of Key West, Fla. Consequently, a start has been made toward putting the schools on a twelve months' basis.

"Our schools can no longer overlook these problems," says Supt. Willard M. Albury. "Our records indicate the harmful effects of the long unsupervised vacation period. Tests of the pupils when they return to the school in the fall show that they have lost considerably in many subjects as well as in basic skills. It is because of this that we must recognize and meet the need for a twelve months' program.

"It may not be possible in every district to go immediately to a twelve

months' plan but it can be done piecemeal. Next year we are planning to place the musical director, the vocational specialist, the arts and crafts teacher and our principals on a twelve months' basis.

"Tentatively, our summer program will at first provide for community recreation in cooperation with the city authorities but eventually it will be expanded to include everything essential to an all year school."

## Successful Clean-Up Program

The unsightly appearance of the school yard and playground caused by pupils' careless disposal of paper sacks, apple cores, candy bar wrappers and other litter finally got under the skin of the administrators and faculty of the Shawnee Centralized School at Lima, Ohio.

The homeroom teachers, *Ohio Schools* relates, took upon themselves the responsibility of remedying the situation by planning a series of weekly assemblies, with the president of each class in charge of one program. The theme of each meeting was the keeping of the school yard clean.

Space forbids a description of what each class did, but the seniors took the initiative by cleaning the school premises and posting a set of rules for the other grades to observe. Those who were seen breaking the rules were called before a jury for trial at the senior assembly and, if found guilty, were given suitable punishment. This was good training in jurisprudence. The seniors in the public speaking class completed the program by giving an original play showing the "smarty" throwing down paper and banana peelings resulting in an accident for a fellow pupil. The "smarty" was then deposited head first in a large can labeled "Trash."

The juniors' contribution was a "truth or consequences" program in which pupils seen throwing papers on the playground were called to the stage and asked a question not likely to be answered. For their failure they were made to wash windows, clean out desk drawers and perform similar duties.

The sophomores in their program called the culprits to the stage and had them draw their particular form of

punishment from a hat. The freshmen put offenders in the spotlight to make their carelessness remembered. As each received his punishment he was followed to his seat by a spotlight.

The seventh graders put on a clever animation of the school premises, in which pupils held up placards showing what they represented and gratitude for what had been done in the way of cleaning up the school yard was expressed in turn by the Front Lawn, Back Lawn, Front Walk, Bus Drivers, Hedges, Neighbors, Shawnee School, Wastepaper Baskets, Flag Pole, Passersby, School Bus and Janitors.

## Community Action Gets Results

The manner in which various groups and individuals at Beloit, Wis., worked together recently on a campaign for the passing of a bond referendum for a new senior high school might well be an example to other communities.

The campaign was carefully planned. It was conducted jointly by the P.T.A. Council, the various P.T.A. cabinets and many individual members of parent-teacher groups who served as ward leaders and block workers. The school administration, the senior high school student body and civic minded citizens assisted.

The school district was thoroughly canvassed for a tabulation of all adults as being either for or against the bond issue and as a means of checking on registration. All who favored the issue but were not registered were then given attention and, as a result, nearly 2000 new registrants were obtained.

On election day, workers checked each voter as he came to the polls. At 3 p.m. a check was made of those who had not appeared and transportation was provided for all who desired it.

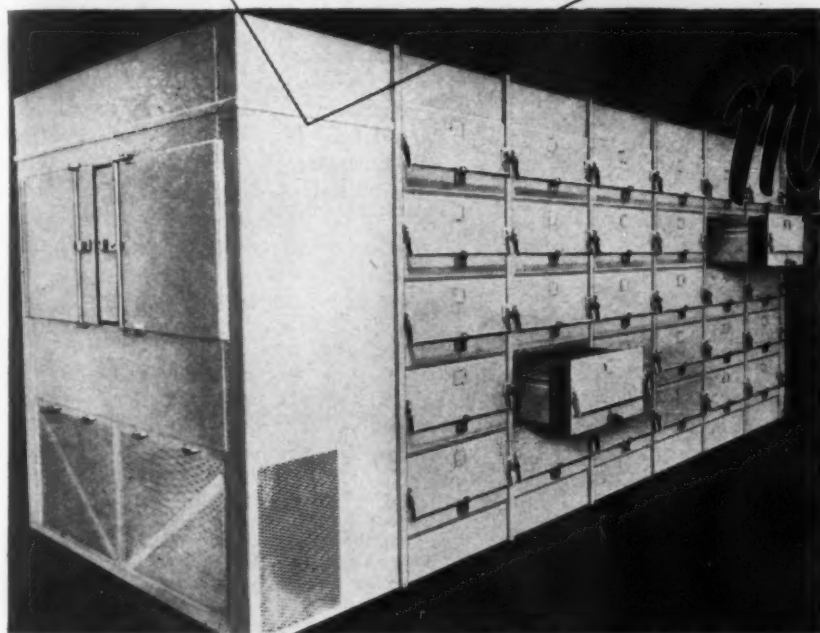
The high school pupils were active in many ways. The student governing body assisted in the canvasses and in the distribution of a special number of the school newspaper, a set of questions and answers pertaining to the issue and an election booklet describing the educational needs of the community.

When the votes were counted, there were 8141 for the issue and 2170 against it, which represented about 75 per cent of the voting public.

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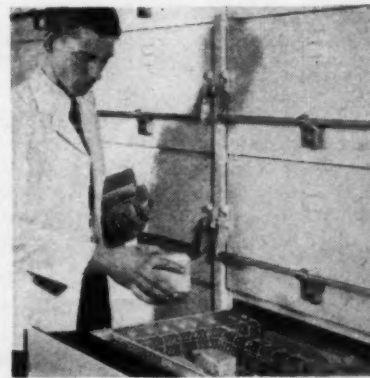
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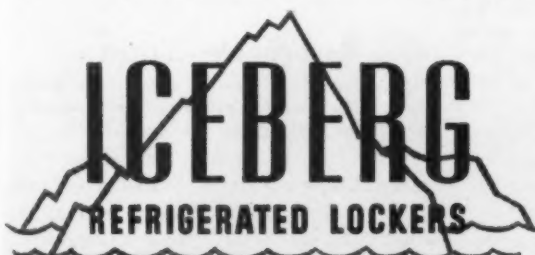
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# QUESTIONS *and* ANSWERS

## What About Dual Curriculum?

**Question:** Should a small school have a dual curriculum, one for pupils who are going on to a college and another for those who are not?—J.A.A., Tex.

**ANSWER:** Effective preparation for citizenship demands that all pupils have the opportunity to receive a general education, whether they go on to college or not. No school, large or small, should organize a dual curriculum. The curriculum opportunities for general education should be available to all with provision made for adjusting content and methods to individual needs and abilities.

In addition, the curriculum should provide opportunities for pupils to pursue a variety of special interests, such as music, art, crafts, science hobbies, newspaper activities, cooking, sewing, dramatics and related vocational and avocational interests.—PAUL J. MISNER.

## When Pupils Leave Proms

**Question:** How is it possible to make juniors and seniors attend junior-senior proms when you have hired an orchestra and gone all out for the affair and still they insist on leaving and going to some other night spot?—J.H.M., Mo.

**ANSWER:** It isn't!

If the members of the two classes are not willing to agree in advance to remain with the party until it is over, one might ask why the affair should be held.

One school has a definite understanding that no one is to leave the prom until its conclusion, except by special arrangement with the class sponsor. That school, however, uses pupil committees to the utmost. Within limits of school policies, the pupils make the decisions, including choosing and hiring the orchestra. It is their party.

What to do about small groups that go elsewhere after the prom is over is still unfinished business.—H. E. RITCHIE.

## Dirty Language a Problem

**Question:** Our school is rather free from children who use dirty language. One fifth grader, a court ward, is the source of most of what we have. His I.Q. is about 75. He is physically normal; in fact, he is above average. He has a good singing voice. We have made many appeals to him but are not succeeding as we should.—L.S.J., Ill.

**ANSWER:** In many schools, pupils like the one described are placed in an atypical class with good results. In such a class, the small number of pupils makes possible a more personal teacher

contact with the pupils and more teacher interest in the classroom and on the playground.

A home habit cannot be changed at once. As the boy's school experiences become more satisfying without the use of dirty language (a weapon of achievement for him), there should be a change.

—H. MORTON JEFFORDS.

## Board Members' Wives Tell All

**Question:** What is the best procedure for keeping board members from telling their wives of the business transacted at a board meeting and their wives from broadcasting it?—J.A.A., Tex.

**ANSWER:** It is the duty of the superintendent of schools to educate his board members with respect to their functions and responsibilities. Among other things he should help them recognize that board of education policies should be announced to the public through duly constituted agencies and in a dignified manner. The question also suggests that the wives of prospective school board members should be as thoroughly investigated as their husbands.—PAUL J. MISNER.

## Recording of Marks

**Question:** Who should record a pupil's marks: the pupil, the teacher or a pupil assistant?—W.H.T., Mich.

**ANSWER:** Marks should be entered on the permanent record by a dependable secretarial force not influenced by teacher or pupil pressure. All large high schools should have a registrar whose chief function should be the recording of grades. This would prevent pupils from getting special favors through errors in the office and would eliminate the great burden placed upon the teacher in going to the office and recording her grades upon the permanent record. The teacher already has too much detail work.—JOSEPH ROEMER.

## School Lunches Prescriptive

**Question:** Is it necessary and wise for the federal lunch program to be so prescriptive as it is? May we not have federal aid without federal control?—B.L.S., N. C.

**ANSWER:** The federal lunch program represents the first concerted nutritional effort for school children on a national scale. While it seems highly prescriptive with regard to specific menu pattern, it must be remembered that in many communities where it does the most

good it has to be operated by people with little or no special training in the field.

Perhaps as more experience is gained it will be possible to hold to a minimum standard and also to go beyond it in the direction of variety. It is furthermore to be hoped that the number of audits and certain other technical requirements may be relaxed. But during the initial period of experience it would seem wise in the interest of the success of the basic idea of the program for the federal government to adhere to its present requirements. Even in the short time it has been in operation, the program has shown incalculable benefits to children.

—JAMES M. SPINNING.

## Small High School Problem

**Question:** We have 35 pupils in grades 9 to 12. We may have as few as six pupils in our graduating class next June. Probably only one of these will be going to college. In order to provide the courses needed for college entrance by the occasional graduate who does go to college, we must hire teachers for those courses. By the time we have hired teachers of languages, science, social studies and English, we have no money left in our budget to hire teachers who could teach the subjects that would be more useful to the majority of our pupils, that is, commerce, industrial arts, home economics. What can we do about this situation? How can we make our subject offerings more suited to the needs and interests of our pupils?—E.A.P., N. Y.

**ANSWER:** (1) Send college preparatory pupils to nearby larger high schools where college preparatory courses are given, tuition to be paid by the sending district. (2) Provide correspondence courses in supervision and guidance in the preparation of lessons for the few scattered pupils who are preparing to enter college. (3) Arrange tutoring instruction on a worthwhile basis in college preparatory courses not taken by other pupils.

I believe any of these three plans would result in less expense to the very small high school referred to.—HARRISON VAN COTT.

## More Responsible Citizens

**Question:** How can we successfully teach respect for public property, self respect, higher ideals, the good life?—J.B.Y., Tex.

**ANSWER:** All schools should have a citizenship course that is built not around the traditional civics textbook but rather around the theme of civic responsibility.

(Continued on Page 8.)





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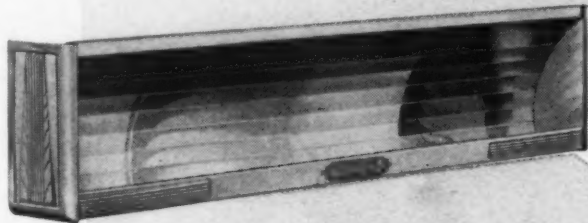
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The objectives of such a unit should be: (1) an understanding of desirable civic conduct and individual responsibility; (2) the development of desirable civic attitudes and habits.

The following technics can be used to advantage: provide exploratory experiences so that pupils can discover their civic responsibilities, encourage pupils to evaluate their own civic assets and liabilities, furnish opportunity for pupil participation in such civic activities as those of the scouts, Four H clubs, community chest drives, the Red Cross and other experiences that furnish sound citizenship training.

Student self government also furnishes excellent citizenship training. It has been stated that the best preparation for civic responsibility in later life is participation in the duties connected with the social group with which one is now associated. If the pupils acquire the attitudes and habits of good citizenship, self respect and civic responsibility will result.—HOWARD W. RUSHONG.

## Prom Regulations

Question: What regulations should apply to a junior-senior prom held in a high school building?—J.S., Ohio.

ANSWER: Some of the current practices in a Cleveland high school holding its prom in the school building are these:

1. The prom is in charge of the elected class social committee under supervision of the class sponsor.

2. Members of the class may invite a friend from outside the school as guest. The guest's name must be registered with the prom committee when the tickets are purchased. The guest list is held by the class sponsor. The committee meets the guests at the door.

3. The dance is held in the school gymnasium, with adjoining rooms being used for serving refreshments. Decorations are arranged by a class committee.

4. An outside orchestra is employed by the class committee, with the sponsor's approval. Cost now ranges from \$85 to \$150.

5. Members and guests are expected to remain at the party until it is over. Leaving the building during the dance is not permitted.

6. The hours are generally 8:30 to 12 p.m.

7. The class sponsor, principal, assistant principals and a member of the faculty habitually attend.

8. Expenses are met either through class dues, sale of tickets or by the proceeds of a senior "Review." Every effort is made to keep expenses within reasonable limits.

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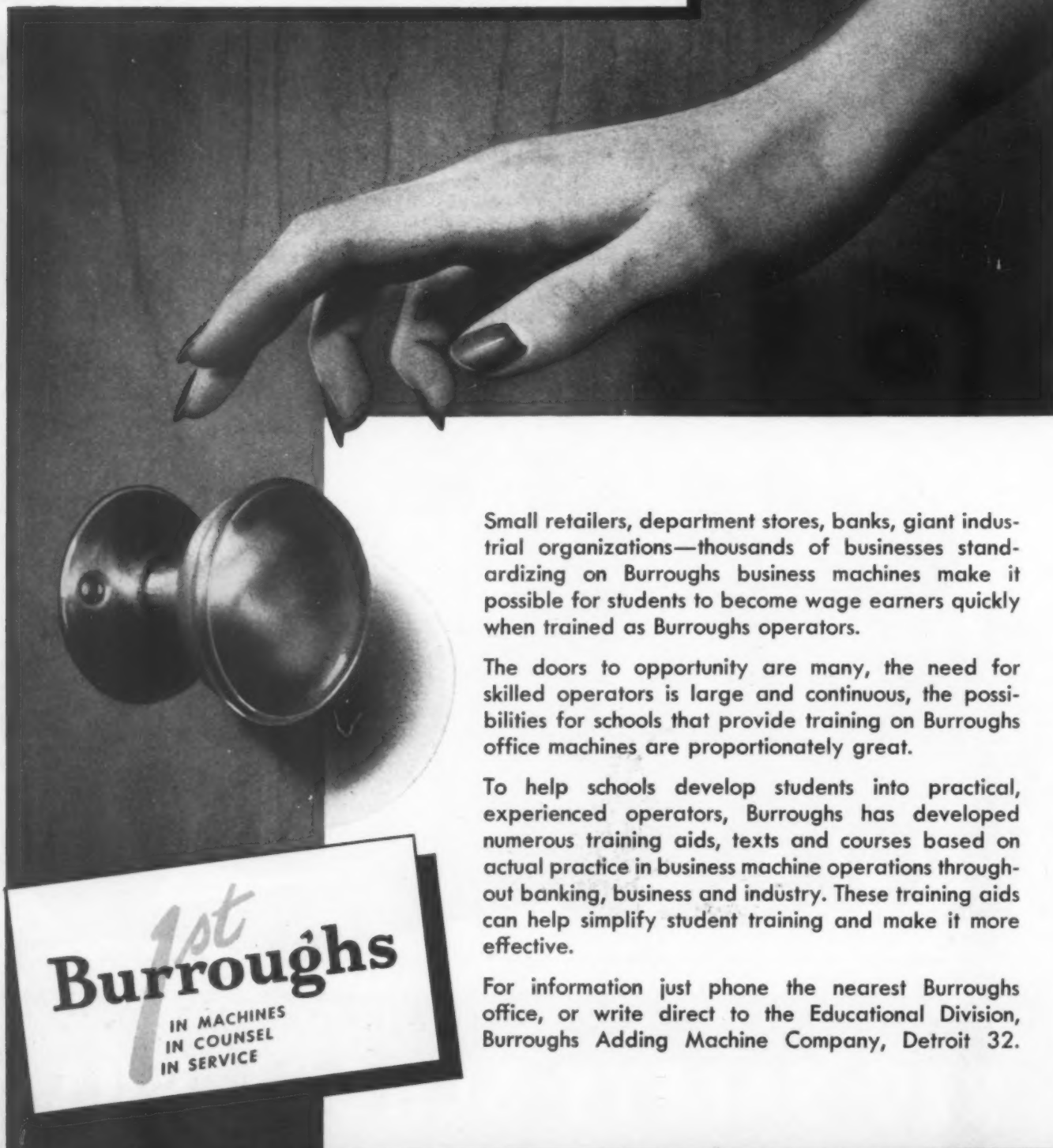
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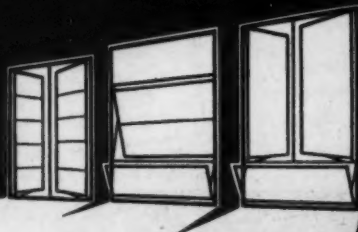
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# LOOKING FORWARD

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## Davenport Reacts

THE public school system of Davenport, Iowa, in keeping with the reaction of many public school systems, had thoughtlessly approved the earnest request of the Gideons to introduce the Protestant New Testament into its public schools and also to recommend a daily Bible reading pledge. Like so many requests, this one was granted primarily because the board of education was not properly informed concerning the nonsectarian nature of the schools which are under its jurisdiction.

Rabbi Abram V. Goodman appeared before the board of education on January 13 and, after explaining that this distribution of sectarian literature was the result of an easily understood desire to satisfy a community pressure group but that it violated the vital historic principle of the separation of Church and State, requested that the distribution be halted and permanently disapproved. He appeared as representative of his congregation which took a serious view of this violation of the nonsectarian character of the public schools. Among other things he stated that this ill advised policy might "establish a precedent which would open the door to fantastic operations in the name of religion."

After careful consideration of the rabbi's protest, the board of education reversed its previously given permission and halted the distribution of the Gideon sectarian New Testament in the Davenport public schools. The Davenport board of education acted wisely and its action points the way for other boards of education.

## Trust the People

THE growing tendency of certain professional educators to distrust the ability of the people to choose their own representatives in both local and state administration of public education has been commented on before in these pages. One of the most outstanding examples of this rationalized professional snobbery was the attempt several years ago to foist on the people of Boston an electoral nominating college of professional educators. These specialists would be entrusted with nominating a slate which the good people of Boston

could then approve for membership in the Boston school committee.

The most recent example of an attempt to extend this type of professional bureaucratic thinking occurs in the recently completed Survey of Public Education in the state of Washington submitted to Governor M. C. Wallgren late in 1946. The recommendations would provide for a nine member state board of education composed entirely of laymen and serving overlapping terms of nine years each. These members would not be elected by the people but chosen instead by a convention of local school board members voting independently in small regional conventions in the six congressional districts of the state. A complicated method of rotative representation would keep each congressional district continuously represented by one or more members. Over a cycle of years each district would have an equal share in representation on the state board of education.

There are at least three glaring weaknesses in this proposal. First, the right of the people to direct selection of their educational representatives at the state level would be denied. Instead, a sort of pseudo-popular fractional or regional electoral college would be established and the state board of education members would be chosen from and be responsible to small regional groups of school board members.

The second weakness is that in its eagerness to get away from the evils of an all professional state board the surveyors went to the other extreme and denied any citizen who happens to be a teacher the right of representation, if the people so desire.

The election of state and federal officials by legislature or convention is nothing new. It was used for many years in the selection of United States senators because of distrust on the part of certain entrenched interests of the people's ability to select their own representatives. After long and patient trial even United States senators are now selected on a statewide popular basis.

A third weakness is the recommendation that members of the state board of education be selected to represent, in fact, not the state but merely fractions of it through limiting selection from artificially organized and heavily gerrymandered congressional districts.

The education function is so important and vital to

the continuation, let alone improvement, of democracy that the power of control should be firmly and perpetually vested in the people at both state and local levels and all educational representatives should be elected directly by the people without intervening devices.

Board of education members should be elected at large on the local level at special elections for that specific purpose and at state level the members of state boards of education should also be elected at large directly by the people. Interpretive programs may be continuously maintained to keep the people informed of the value of broad representation but no teacher should be deprived of his constitutional right to membership on any governmental body. The public schools belong to the people and should not be considered the private interest or prerogative of either professional educators or any other single interest group. Growing distrust of free democratic processes by many educators is difficult to understand and should receive no support on the part of the people.

## States Object

THE dissatisfaction expressed by the Council of Chief State School Officers during their December 1946 conference with the way the school lunch program is being administered by the Department of Agriculture is not surprising. It is practically routine that whenever a federal agency enters into legal relations with state education authorities the federal agents soon take over and all too frequently exercise administrative and supervisory authority never intended by the Congress. This condition appears to operate even when federal authority is legally limited to post-use audit.

The commissioners of education objected strenuously to the influx of federal supervisors and auditors who moved into each state and immediately extended their authority beyond proper limits. The state departments of public instruction are responsible for administration of the federal public lunchroom aids, but the federal representatives have gone over their heads to establish federal executive regulations and then have insisted that state departments discipline local school districts for infractions of these regulations.

This condition is not new. It occurred under W.P.A. and N.Y.A. when power conscious federal regional officers not only interfered constantly and consistently in the local administration of affairs but conceived their mission as one of maintaining administrative political fences.

The protest of the state commissioners is well taken. It should be supplemented by protests from local boards of education to their congressional representatives to obtain early action. Federal bureaucrats have a way of saying "yes" without producing any apparent reformation. There is absolutely no reason for federal interference with community educational affairs, even in an auxiliary activity such as providing school lunches for children.

## New York Superintendent

WHEN the New York board of education decided last year to comb the country for the most outstanding superintendent as the successor to Supt. John E. Wade, who retires in August 1947, there was considerable enthusiasm among educators. The city of New York has been long considered a "closed system."

No question can be raised as to the sincerity of the New York board of education's effort to carry out this highly publicized policy. After nearly a year's visitation and inspection of numerous candidates the board finally chose Willard E. Goslin, the able superintendent of the Minneapolis public schools, as its outside candidate. He was credited with superior ability, youth and a thorough understanding of community-school relations. Several individuals within the system were also brought forward as candidates.

Just as soon as the matter of actual selection became imminent, local pressures for an "in-the-system" candidate became stronger. Political and social groups began to canvass eagerly for their favorite candidate. Other groups took sides and the usual emotional barrages of "insult to consider an outsider" and "we want only the best man" type began to appear frequently in the daily press. Differences in opinion made the subject news. After careful consideration and after several long and heated executive sessions the board of education finally selected William M. Jansen, who is now an assistant superintendent in the New York schools, by an initial vote of 4 to 3.

Both Supt. Willard E. Goslin and Asst. Supt. William M. Jansen are able men. It might have been difficult to choose between them. Mr. Jansen had the undoubted advantage of having been long in the New York schools and, hence, was well acquainted with their workings. But no man or woman can rise in the heavily bureaucratized and standardized New York public schools without becoming involved in their intricate politics and group alignments. To the best of our memory, William McAndrew was the only man to rise to the associate superintendency without becoming politically involved, but McAndrew was a peculiarly colorful personality and so outstanding nationally as an educator that even Supt. William Maxwell discreetly let him alone.

The action of the New York board of education proves little except that the process of seeking the best superintendent might be better accomplished without the fanfare and ballyhoo of continuing national publicity such as accompanied this practice. The situation reflects credit on both of the final candidates and stamps them as outstanding men who lasted through a long and grueling competition. It also points out that, although in theory every city superintendency should be open to all capable men, the selection of outsiders in large centers is the exception rather than the rule.

*The Editor*



# Should Universities Build Extensively?

**A**MERICAN colleges and universities have now more than 2,000,000 students, the largest enrollment in their history. Only the institutional limitations of food and shelter, in addition to the difficulty of obtaining faculty members, have prevented even higher enrollments.

All institutions of advanced learning that have not arbitrarily restricted enrollments are planning extensive plant programs to expand classrooms, laboratories, student residences, commons and administrative facilities. Even private institutions are expecting federal hand-outs for building purposes. These plans rest on the assumption that the high level of 1946 enrollment is permanent and that the present educational plant is being used to its maximum capacity.

## Why Enrollments May Grow

It might be asked whether these optimistic plans for building programs are sound or whether the next decade may not see too great a share of university budgets spent for operating and maintaining physical plants larger than needed, with a consequent disproportion in the amount of money available for instruction. Factors which might stimulate future enrollments include the following: Prewar studies of the number of individuals mentally capable of benefiting from professional education indicated that probably not more than half of our mentally abler individuals are actually attending colleges and universities and the high birth rate since 1940 promises increased demand in all professions. Actually, there is every indication that upper secondary school, college and university enrollments will continue much higher than prewar enrollments, although the students will not necessarily be centered in campus institutions as they are at present.

Many university plants are sadly out of balance with respect to the ratio of classrooms to shops, laboratories and specialized facilities. Many buildings are not only obsolete but positively dangerous. There is

## ARTHUR B. MOEHLMAN

also a serious shortage of student housing and commons, the importance of which in a complete program of advanced education is just beginning to be sensed. Greater emphasis may well be placed on balancing facilities to meet these broader social needs.

However, projected plans for university growth have probably paid too little attention to a factor of great significance to the future. American universities are hybrid organizations and include, as a frontier heritage, what might properly be considered the last two years of secondary education. Secondary education actually extends through the 13th and 14th years, whether these are organized as an integral part of the community program, as a transitional two year institution called the junior college, or even as a separate unit within the conventional four year school and university called the college. These two years furnish the largest proportion of enrollments in all advanced institutions.

## Movement Will Continue to Grow

The movement to retain the 13th and 14th years within the community, carefully integrated as a four year upper secondary school (grades 11 to 14) with provision for broad terminal courses of study as well as preprofessional education, will continue to grow rapidly. Within two decades most of the terminal students and most of the preprofessional students will complete their 13th and 14th years in their home community.

Economy, the possibility of better teaching and an emerging consciousness of the broader social as well as intellectual needs for both youths and adults will stimulate this movement.

This promise of relief from the burden of carrying secondary education at university levels should be carefully pondered in terms of the

possibilities of the use of existing plants. Even at present enrollment levels, university plants are not being used currently to capacity, except in cities. There is no reason why university classrooms and laboratories cannot be used from 7 a.m. until 10 p.m. six days a week, if necessary.

A university classroom with a 40 student capacity can care for 240 students on the conventional three hour daily schedule. On an eight hour schedule, it can accommodate 640 students, 800 on a ten hour schedule and 1200, if the program is for fifteen hours. It is doubtful whether any college or university can demonstrate that even on the basis of an eight hour day it is making as much as a 50 per cent use of its plant.

## All Factors Must Be Studied

Programs contemplating large permanent expansion of plants, particularly for classrooms, call for a careful restudy of both the stimulating and depressing factors concerning future institutional demands. Intelligent use of the school plant was a serious university administrative problem long before the war. Too many campuses were cluttered with poorly used and expensive perpetual-care monuments to the memory of private donors or to some campus building zealot.

Much of the money now planned for use in new classroom building might better be spent for the progressive improvement of instruction through the creation of better faculties. Adequate rewards would hold promising younger men in the field by making university teaching more attractive as a career. Most university presidents seem to be visual-minded and buildings are more easily seen than the results of teaching.

Until university trustees and presidents are willing to pay more than lip service to improved teaching, the emphasis will probably continue to be placed on bigger and more impressive, but slightly used edifices, to the detriment of strong faculties and improved teaching.

# S. 2499

## Its Antidemocratic Implications

JOHN DEWEY

THE "Educational Development Act of 1947," or S. 2499, sponsored by Senators Murray, Morse and Pepper, appears at first glance to be an instrument of enormous value to public education.

The "Declaration of Policy" of the bill suggests that "democratic participation in government, the development of science and the arts, productive employment in a fruitful economy, wise use of leisure, world peace and security and the general welfare" will be realized once and for all through its measures.

There is nothing new about these goals; they have long been part of the American dream. But the disconcerting mixture of reactionary and revolutionary proposals in this bill belies the very essence of that familiar dream; and it is imperative that the consequences of these underlying departures be perceived by the American people as a whole and in particular by educators who, in their devotion to their profession, may be lured by fascinating promises of increased aid to public education, since the need for additional support is known to school people all too well.

### Hidden Provisions Dangerous

Under cover of an offer of vast material aid to the public schools are hidden provisions which, if put into execution, would do violence to some of the basic principles of the democratic state. Among these basic principles are, first, that of the separation of Church and State and,

second, that of keeping the school closely connected with the individual and the local community, retaining authority for administration within each state.

In S. 2499 the "nonprofit, tax-exempt school" is placed alongside the public school as a beneficiary of governmental aid. Even if the statutory provisions of any given state should forbid the appropriation of public money to private schools of any description, the appropriation, according to Section 504 of the bill, is to be made anyway.

### Schools an Agency of Democracy

The significance of the rôle of the public school as an agency of democracy must be accurately perceived if we are to understand fully the implications of this bill, especially since it implies that our tradition, explicitly making the public school the sole educational agency of the State, has no special significance for democracy. S. 2499 would make any and all kinds of schools the trusted partners of the government by affording them financial aid.

Because of the obvious dangers to democracy, it is imperative to review once more the basic meaning of our democratic tradition and to point out once again the essential place of the public school in the process of maintaining and improving the democratic processes.

It may seem incongruous to say that our American democratic tradi-

tion needs to be reviewed at this time since we have just waged a war to protect and further that tradition. However, it may at times be simpler to defend an ideal from attack than to labor at the painful and persistent task of analyzing it in actuality by means of rigorous self examination and creating it by self discipline. And every time an incident of race discrimination is condoned or an economic injustice is tolerated or the power of any ecclesiastical organization is enhanced by direct or indirect public subsidy, we prove once more that we have not rightly known the meaning of American principles.

One of the fundamental principles of our cultural tradition is that our common humanity, with its common interest in the enrichment and fulfillment of the human personality, is the basis of democratic life. There is no place in American democracy for authoritarianism of any kind: economic, educational, political or ecclesiastical.

### All Are Assimilated Here

Devotion to this principle has enabled us to assimilate an amazing heterogeneity of racial, cultural and religious backgrounds to a degree that has not been known in the world before. The progressive harmonization of differences among races, cultures, creeds and economic levels is the very life principle of American democracy and remains the most significant contribution we have made to Western civilization.

The danger always present is that this process of harmonization, so habitually and even unconsciously shared in by all participants in the public school program, may be accepted as a matter of course, so that instead of devoting ourselves to increasing its measure we will fall into a state of apathy, repeating rituals and clichés that we no longer even comprehend. Or we will drift into a kind of sentimentality that means death to any active appreciation of our basic principles.

Such sentimentality is exemplified in the attitude of those senators who have stated that since the G.I. Bill of Rights permits veterans to obtain their education at nonpublic institutions, it is only consistent that this right be extended to the children, and possibly even the grandchildren, of veterans. These men are actually saying that there is nothing anti-democratic in allowing one segment of the population to attend private schools of their choice at public expense, generation after generation.

#### Effect Would Be Divisive

It should be obvious that such a procedure would create divisions among our people and would lead to permanent conflict among self-perpetuating blocs. Fulfilling our obligations to the individual veterans of World War II is far different from establishing by an Act of Congress a permanent policy inimical to our constitutional background and to the practice of 150 years, a policy of dividing public funds among the legitimately authorized agency of government, the public school and other institutions that may or may not be in accord with democratic principles.

Recognition of and respect for the individual are basic to the continuance of a democratic society and underlie the traditional policy of keeping the schools close to the people. One of the objections to the "Education Development Act of 1947" is that it violates the active expression of this policy by failing to acknowledge the nature of public education.

A woman told me once that she asked a well known American statesman what he would do for the people of this country if he were God. He said, "Well, that is quite a question. I should look people over and decide what it was they

needed and then try to give it to them."

She said, "Well, you know, I expected that to be the answer that you would give. There are people that would ask other people what they wanted before they tried to give it to them."

That asking other people what they would like, what they need, what their ideas are is an essential part of the democratic idea. We are so familiar with it as a matter of democratic practice that perhaps we don't always think about it even when we exercise the privilege of giving an answer. That practice is an educational matter because it puts upon us as individual members of a democracy the responsibility of considering what it is that we as individuals want, what our needs and troubles are.

Any proposal for the development of education in America should have as its main objective this practice of seeking from the people information about their needs. However, S. 2499 has the appearance of imposition of benefits from above rather than development from the grass roots.

#### What Free Education Is

One of the basic ideas which made possible the creation of a homogeneous society out of the welter of heterogeneous peoples in this New World was that the power of the State came to be irrevocably divorced from the power of any Church and that all of the children of all of the people were permitted and encouraged to gain knowledge in an institution that was free from the control of any sect or class or individual or even of the federal government.

The public school, representing the first free system of education for all the people, was the result of rebellion against centuries of systematic stultification of the human mind and human personality. While at the present time public education is still far from the complete realization of its goals, the shortcomings of the people's schools must not blind us to the fact that through

the years strong foundations have been laid, and it is to the steady improvement of this already well established agency that we should devote our material resources and our moral enthusiasm.

Instead of estimating accurately the rôle so long played by our public school system and committing itself firmly to its furtherance and improvement, there is actually an implication in S. 2499 that a new system of "national schools" might better bring about the realization of our objectives. And more treacherously and boldly than ever before is suggested the idea that schools sponsored by organizations of various sectarian persuasions should be supported by the public treasury.

#### Private Interests Would Be Served

The divisiveness that would result from this is easily seen when one recalls the great number of sectarian persuasions and private interests that might possibly vie for places at the public board. The Roman Catholic hierarchy, for example, has attempted for many years to gain public fiscal aid and its program has been advanced through active lobbying for school lunches, health programs and school transportation facilities for Catholic schools.

The provisions of S. 2499 would greatly increase Catholic school support. It is essential that this basic issue be seen for what it is, namely, as the encouragement of a powerful reactionary world organization in the most vital realm of democratic life with the resulting promulgation of principles inimical to democracy.

We cannot deny that public education needs federal aid in order to equalize opportunity between state and state and between individual and individual. But it would be a poor bargain indeed to gain material aid at the expense of losing our greatest intellectual and moral heritage.

The continuance and improvement of the public school system are compelling obligations for a growing democracy but what we must be perfectly clear about is that vast sums of money will in themselves solve no problem if the policies under which the expenditures are made are not wholly sound and in complete accord with the best and wisest democratic principles.



# S. 2499

**means a fair distribution of funds on  
a per pupil and an equalization basis**

**EARL R. SIFERT**

Superintendent, Maywood, Ill.

**S**ENATE Bill 2499 calls up two major problems in education. The first is the tremendous need for added impetus to education on a nationwide basis. The recognition given to this need is prompted by detailed and localized information of the varying abilities of segments of our country to support an adequate educational program.

The second problem is embodied in the age old controversy between those who believe that there should be governmental support for all types of schools and those who adhere to the policy of governmental support for only those institutions that are government controlled. S. 2499 brings this controversy into the immediate foreground.

It is pertinent to say that the tremendous power of the Allies in World War II, exemplified by their use of scientific instruments of war, is directly a product of education. Everywhere our G.I.'s went they were increasingly aware of what the science of education was able to produce. As a result, the G.I.'s and the people back home embarked upon a program, after hostilities ceased, which embodied a demand for more of this same education.

#### **Educational Conscience Aroused**

This consciousness of the powers of education, coupled with an educational conscience—a desire to have the opportunity for learning made available to all—is responsible for an impetus toward an educational program such as this country has never had. It was to meet the need for a greatly expanded educational pro-

gram that Senate Bill 2499 was initiated. This country may well double its support for education, and that is what the bill proposes to do; however, we find other factors which may serve as stumbling blocks for the passing of any such bill. The extent to which public funds should be used in support of private education is an old question.

Certainly, much that is good comes out of private schools as well as out of public schools. Just how the desirable elements of private schools can be fostered without jeopardizing the entire program and without inviting a wholesale runaway program of private institutional building presents a problem. There may be a solution in the two types of provisions for distributing funds set up by the bill: (1) by the giving of a certain number of dollars per child in a school and (2) by the allotting of funds according to the financial needs of each state.

#### **Difficulties Ahead**

It would seem easier to agree that children, wherever they go to school, should be entitled to per capita support given to their institution, whether private or public, than it would be to settle the difficult problem of distributing money in any one state on the basis of the financial needs of the institutions. Certainly, the distribution of state and federal support should be done according to both methods, even though the difficulties encountered in such distribution to private as well as public schools will seem insurmountable. In some instances, the territory served

by private schools overlaps the territory served by public schools. This would make difficult the administration of an equalization program for such areas. Add to this the factor that the bill makes a provision for capital outlay assistance for wiser instructional procedures, and it becomes obvious that there will be a wide open opportunity for private institutions immediately to enlarge. Certainly, the per capita phase of public funds distribution would be much easier to carry out than the equalization phase.

#### **Support for Camp Programs**

The same controversy is going to arise in the arrangement of recreational and camp programs. It is no secret that excellent work is being done by private individuals and organizations in providing camping and recreational programs for youth. Likewise, it might be easier to support these programs on a per pupil basis than by an equalization program. But public education support, to be adequate, should be both on a per pupil basis and on an equalization basis.

In any event, the provision of S. 2499 for the establishment of standards is exceedingly wise. It is a provision that needs to be rigorously executed. It should be possible to establish high standards of entertainment, of teacher training, of training for recreational leaders and for the giving of financial assistance to outstanding youths without inviting too much centralized state control. A trend is already apparent in too many states toward centralizing the control of public schools in the hands of a few state officials. Certainly, there is danger in increasing the financial power of the state in that the trend toward centralization might become even more pronounced, and safeguards against this should be included in the bill.

I am not so fearful of federal control of schools as I am of extreme centralization within state governments. Given adequate safeguards, a fair solution might be found that would consider the use of national funds in private schools as well as in public schools. It seems entirely within reason that such a program of federal education is feasible, is grossly needed and certainly is in keeping with public educational consciousness and conscience.

OF THE pending Congressional bills that provide federal aid for schools, the most controversial is Senate Bill 2499. It appropriates money for the support of public and nonpublic schools and it designates many purposes and objects to be gained. Discussions about the bill gathered volume during the interval between the 79th and 80th Congresses and concerning these discussions two things can be said:

First, there has been little audible dissent from the proposition that large sums of federal money ought to be brought to the aid of the several state systems of education, although competing interests will, of course, bring out objections on this score if Congress should show affirmative leanings.

#### Size of Grants Not Out of Line

The proposed appropriations are indeed large. They would begin at \$805,000,000 for 1947-48—perhaps as much as one fourth of the present operating costs of elementary and secondary education—and would rise to \$1,875,000,000 in 1956-57. These amounts should not in themselves cause uneasiness. Federal aid for general education is needed, in many states desperately, and the size of the proposed grants is probably not out of line with present and prospective necessity.

Property taxation still provides considerably more than half of all public school revenue but the ability to pay taxes has long been drifting from property to earnings, and the federal government, which relies on non-property taxation for its revenue, must sooner or later assume increasing proportions of school support. The federal government, too, is the only agency capable of equalizing the financial capacities for school support among the states, where the disparity is still as great as 5 to 1.

Second, it is not the amount of money but the manner of using it that has plunged educators into one of the warmest controversies yet to be cast up by a federal bill on the subject of school support.

The matters arousing the liveliest controversy are two in number: (1) The bill sets out several general purposes to be achieved, such as more nearly universal education, the leveling off of adverse educational discrimination toward minority races and the rural population, the eleva-

tion of teachers' salaries and the application of merit principles to the employed school personnel, and it requires the submission of state plans, which, taking into account the complex array of purposes proclaimed in the bill, will be long and elaborate when they are submitted to the U. S. Commissioner of Education for his approval. (2) The bill would give federal aid to nonpublic schools.

Consider the setting down in the bill of purposes, to be enforced as a condition of receiving federal grants. It is here that S. 2499 proposes a massive invasion of what has heretofore been regarded as the dominion of state sovereignty.

#### Purposes of Bill Are Sound

Surely, there will be few to quarrel with the purposes themselves: that education should be made universally available, or that teachers' salaries ought to be elevated greatly or, to choose a lesser particular, that proportional expenditures for state administrative management should be held within bounds. But insistently the question is being asked whether the Congress ought by its contingent subsidies to empower the federal executive to assume so palpably many of the powers of educational decision hitherto exercised, wisely or unwisely, by the states themselves.

To give expression to what is contained in S. 2499 in contractual form would require state-federal plans of immense size. The use of long, detailed and restrictive state-federal plans has prevailed for a sufficient time to have given rise to indignant outcries against the practice, not necessarily from irresponsibles who

want freedom to do wrong, but from dutiful and responsible leaders who see educational progress held back by the process of settling all contingencies ahead of time by rules that must be authenticated in Washington.

And consider the question of federal support for nonpublic schools. In the long history of agitation on this subject, the affirmative has rested its case on the capital premise that nonpublic schools perform a service substantially the same as that of the public schools, one that would be performed at public expense if nonpublic schools did not exist. The truth of this premise is now being questioned.

It is being pointed out that these schools furnish educational service different in purpose and in kind from that of the public schools and that it is the difference and not the similarity that has brought them into existence and gives them patronage.

#### Tax Money for Nonpublic Schools?

The right of a parent to be free to choose a nonpublic school for his children is firmly established in America. But nonpublic schools established by interest groups for the furtherance of dissident cultural objectives, whether secular or sectarian, have not yet been made objects of governmental subsidy on a national scale. Senate Bill 2499 would provide assistance for their maintenance from public funds. Many nonpublic schools are of sectarian character and the issue as to whether citizens should be taxed to maintain a religious establishment cannot be overlooked.

# S. 2499

**is opposed to state sovereignty and  
to separation of Church and State**

**LEE M. THURSTON**

Deputy Superintendent, Michigan Department  
of Public Instruction

# S. 2499

## Shall the Public Support Parochial Schools?

G. BROMLEY OXNAM

Bishop of the Methodist Church, New York City  
Former President of the Federal Council of the Churches of Christ in America

**F**EDERAL aid to education is one issue. Public aid to non-public schools is another.

The Roman Catholic hierarchy will fight against the former unless it can be guaranteed the latter. No matter how great the need of federal aid may be, the common good must be subordinated to the interest of the parochial school.

### The Catholic Position

A letter from the National Catholic Welfare Conference, dated May 24, 1943, addressed to Senator Elbert D. Thomas during hearings on this question concludes as follows:

"The Catholic position is one of opposition to any measure for federal aid to education that would: (a) interfere with local control of the purposes and processes of education and (b) fail to make mandatory the inclusion of Catholic schools in its benefits."

It is entirely proper to raise the question of federal control of education. Many hold that support often means control. If bills can be drawn to avoid this danger, the Roman Catholic Church would still oppose this evident good unless the public funds are used to support parochial education.

Educational bills proposed are explicit in declaring that educational policy shall not be vested in the central government. They prohibit the exercise of any direction or supervision of personnel, curriculum or instruction program by the fed-

eral government. They seek to make approximately equal educational opportunities available to the children of the nation who attend the public schools of the people.

I use the word "people" rather than "State" to avoid the unfortunate emphasis that Roman Catholic writers inject into this discussion. They use the word "State" and associate with it the term "totalitarian," thereby seeking to discredit it. I use the word "people" rather than "State" and associate it with "democratic government," thereby seeking to dignify it.

The camel's nose is under the tent. In Senate Bill 2499, it is provided that "public services, other than instructional services, shall be equally available to all children attending nonprofit, tax exempt schools selected by their parents and meeting the requirements of the state's compulsory attendance laws."

### Opening Door to Real Objectives

School lunches and buses are the camel's nose. Lunches and buses may be considered as public health measures, but the Roman Catholic Church regards them as precedents leading to the ultimate objective. Full support of parochial education is the real objective.

I am not here attempting to deal with the fundamental issue of the separation of Church and State but rather with the more immediate question of public support of sectarian education in a democracy.

The distinguished Fr. John Courtney Murray tells us, "It would be a great gain, too, if it were agreed to drop the deceptive formula, 'separation of Church and State.'" But it is precisely that formula which is a statement of basic principle that we will not drop.

### The Real Question

Contrary to Roman Catholic denials, the question of the separation of Church and State is involved. The Most Rev. John T. McNicholas, archbishop of Cincinnati and president general of the National Catholic Educational Association, in a pamphlet entitled "Federal Aid for American Education" writes, "Marriage implies the right to procreate and to educate children. This right does not come from the State or from any civil or ecclesiastical authority; it comes from nature and from God." Note that he includes ecclesiastical as well as civil authority in that statement, but a little farther on he tells parents, "They must also recognize that the Church, in the spiritual order, is divinely commissioned to teach their children the things of God and to prepare them for their eternal destiny."

Is this the basis of the pressure brought upon the parents to send their children to parochial schools, parents who have a right to make their own decision under a right that comes from God and not from "ecclesiastical authority"?

What the Roman Catholic hier-



archy says in Spain is not what it says in the United States. Because of the very "unity" that emerges from its totalitarian organization, we must seek its real purpose in the practices followed by the Church where it is powerful enough to realize its desires.

The hierarchy in Spain does not believe in the public support of Protestant education. M. Searle Bates in his monumental study "Religious Liberty, an Inquiry" states, "No Spaniard can secure a certificate for leaving school or can enter the civil service unless he has official evidence of instruction in the Roman Catholic religion."

#### Protestants in Catholic Countries

It is unnecessary here to recount the disabilities Protestants confront in Roman Catholic controlled countries. Bates tells an interesting story: "When the present King Gustav of Sweden visited Spain some years ago, he was thanked by the Papal Nuncio for the liberty which Catholics enjoy in Sweden. In his reply the King regretted that he could not say the same for his religious brethren in Spain."

The question is not: Should a Roman Catholic parent be permitted to send his child to a parochial school? That right is recognized. The question is: Should all the people be required to support private and sectarian parochial education as well as support the public schools? There is the further question: Should the people in a democratic society determine the curriculum of the schools they support?

William Solzbacher, a devout Roman Catholic, writing in *Commonweal* under the title "The Church and the Spanish State," said: "Spain is the only country where the words *Catholic* and *totalitarian* appear side by side in constitutional law." They are present in the Unification Law of 1937 and the Charter of Labor, 1938. "One people, one State, one leader, one faith, one Church." If, perchance, this kind of emphasis should creep into a parochial school, would the people who pay for the instruction and who believe in democracy regard this as democratic practice?

The Roman Catholic position logically calls upon every parent to determine the education of his children and, if schools satisfactory to the

views of the parents are not available, then the parents must associate themselves with other parents and establish schools to their liking and call upon the people to support these schools. Does the hierarchy really mean this? If so, does the hierarchy honestly hold that a Communist parent has the same duty and should be granted the same privileges?

Is the Communist father to determine the education of his child, to build Communist schools and call upon the rest of us to pay the bill? Personally, I do not want public monies to be used to support Communist schools, Fascist schools, Roman Catholic schools or Protestant schools. Public money should be used to support public schools.

I do not want public support of private education that rears a child in a philosophy of materialism, in Marxian economics, in the communist theory of social development or in an acceptance of the method of dictatorship, whether temporary or permanent. In a word, I do not wish public support for private Communist schools.

Nor do I want public support of Fascist schools where Nazi paganism or Mussolini methodology are taught. Neither do I want public funds used in parochial education where historic fact is sometimes suppressed to glorify the Church and undemocratic papal pronouncements are given undue prominence. For instance, in Pope Leo XIII's "Immortale Dei," "It is not lawful for the State, any more than for the individual, either to disregard all religious duties or to hold in equal favor different kinds of religion. . . ."

Public money should be used for public education.

#### Snowball Aspect of Question

The attempt to obtain public support for parochial education raises another question. There is a snowball aspect of this that is like the growing volume of the contemporary portal-to-portal wage suits. Where do we stop? Is there to be a Methodist system of education? An Episcopalian? A Baptist? Are all to be supported by public funds?

There are more than 700 colleges and universities related to churches; more than 500 are Protestant.

What, too, of the great institutions of learning on private foundation? Anyone acquainted with the problem of budget balancing in private education or with the great needs and opportunities in research and service that remain unmet until private philanthropy makes funds available knows that demands upon public treasuries would soon be mountain high. And who decides how much and when?

The real value that lies in a private system side by side with a public system of education is lost the moment the private system is supported by the public. There are values in experimentation, in different emphases. But does anyone believe for a moment that public support will not involve public regulation at the local level much stricter than the present regulation in terms of standards?

#### Jews to Support Catholic Schools?

Is a Jew to pay taxes for the support of Roman Catholic parochial education when he believes in some quarters the emphasis is of such a nature as to contribute to anti-Semitism? Such matters would sooner or later be in the courts.

Is it not the course of wisdom to maintain our right to private education by supporting that education privately? All of us, Roman Catholic, Protestant and Jew, enjoy freedom in this land. It should not be jeopardized by the demand for public support. There is no state church here. The people who love the Church support it. There is a public school here and the public supports it. That is as it should be.

Let parochial education find support among those who want it. Let it contribute the character it professes to produce. In other lands the desire for power and property has made the Church one of the greatest landholders of the nation, and well nigh dominant politically. We do not want religious division here.

We want neither clericalism nor anticlericalism. We want Americans who believe in democracy, respect one another and maintain our liberties. This attempt to win public support for parochial education is ill conceived, will divide us and must be defeated.

# Demise of the "Hooky Cop"

FOR more than fifteen years socialized attendance procedures have replaced the "hooky cop" in the San Diego city school system. The Bureau of Child Guidance in this city serves chiefly in two ways: first, in a general capacity; second, by handling truancy when it is a factor of a child's maladjustment.

## Watch for Truants

In a general capacity attendance counselors visit beaches on sunny days, the park on other days and regularly drop by the movies and other popular gathering spots to find the truant boys and girls and send them back to school in a firm but kindly manner. The juvenile bureau of the city police department furnishes several officers who patrol the business area of the town and assist in returning children to school. Any bureau worker, just as

any good teacher, automatically functions in this capacity if wandering children come to his attention.

The visiting teachers of the guidance bureau maintain that there are few, if any, cases of "straight truancy." Truancy is a symptom of needs not met adequately by home, community or school. The visiting teacher thinks of truancy as a manifestation of some disturbance and wants to have time to get to the basic cause of this overt behavior.

Truancy counseling is a guidance procedure in which the school seeks the underlying reasons for the pupil's behavior. Many teachers still think of truancy as a criminal act to be handled by police measures. In the thinking of such persons, an at-

tendance counselor or visiting teacher is still a "hooky cop."

A résumé of some successful practices followed in San Diego may be useful. The attendance problem is first the concern of the classroom teacher. Accurate child accounting is a "must." There are few experiences more humiliating than for a teacher to visit a home, inform parents that Susan or Johnny is not in school and then discover that she has made an error in recording attendance.

However, the classroom teacher's responsibility does not end with accurate accounting. Individual guidance along attendance lines in a kindly manner is a part of every day's work. The elementary teacher with 40 or 50 pupils, or the secondary teacher with 200, is grievously burdened, but nevertheless the teacher can give more effective attendance guidance to that number than the visiting teacher can give to all attendance problems arising from 4000 children. There is approximately one visiting teacher for each 4000 children in this system.

## Good Attendance a Timesaver

Every teacher realizes that good attendance pays rich dividends as a timesaver. It is an old story that make-up work is many times more troublesome than a paper coming in at the regular time. Furthermore, a kind smile and a thoughtful inquiry regarding absence or outside activities foster respect for teachers. The teacher must adjust her teaching to the capacities of each child. Courses of study will be rebuilt and readjusted when teachers insist upon it.

No one can estimate truly the percentage of truancy which arises from a child's natural desire to escape a classroom situation in which he is bound to fail. As public school teachers, we must accept the fact that

EDITH CARSON SMITH

Bureau of Child Guidance, San Diego Public Schools, San Diego, Calif.



Accepted visiting teacher procedure calls for a home conference with the mother, daughter and teacher to discuss the youngster's problems.



we are educating all the children of all the people and adjust our services to their requirements.

Perhaps the next worker concerned with attendance, if it is a secondary school, is the building counselor. Many conscientious counselors go over the master list of attendance regularly and discuss attendance with pupils along with their educational and vocational plans. Good counseling requires a thorough knowledge of a pupil's abilities and background. Counselors should welcome opportunities to visit the pupil's home, talk with his parents and in other ways become acquainted. It is frequently necessary for a counselor to adjust a program to the pupil's ability.

The school attendance clerk is a constant and most helpful ally. With administrative guidance, she develops rare tact and intuitive skill in recognizing truancy. She is one of our most helpful public relations agents. Some schools have all pupils telephoned on the third day of absence and "suspect pupils" called the first day. A successful attendance clerk has pointed out that it is essential to vary any system occasionally for the pupils soon find the loopholes within the procedure.

In some schools a teacher is assigned one period a day to make all telephone calls or to check odd period cuts. In one school a teacher is assigned one or two periods a day to make home calls. The scheduling of teachers for this service frequently proves effective but it presents administrative difficulties because such scheduling usually comes within the classroom load.

#### **Some Deans Make Own Contacts**

Several deans prefer to do the telephoning calls on "suspect pupils" themselves. One dean has visited a large number of the homes in her district. When she calls to ask if Susan is ill or cutting she inquires how an elder brother is making out in college or the name of the older sister's new baby.

The educational literature on attendance recommends the use of both the school nurse and the visiting teacher. The large staff of nurses in the San Diego schools does considerable attendance work. Its duty is to establish whether illness is the cause of absence.

The skill of the nurse in gaining

the confidence of the family is a constant marvel. She is not a threat to child or parent. Her devotion to the needs of the child is clearly recognized. The school nurse is the only staff member proficiently trained to determine whether illness or malingering is the cause of absence.

To cite an instance of danger arising out of the situation in which the nurse did not make a home call to check a child's absence, a well intentioned visiting teacher took a child with the parents' consent for a specialist's examination while the child had an unrecognized condition of bronchial pneumonia.

Checking attendance is always a difficult and important job. To get this checking done regularly, some counselors, nurses and visiting teachers will take an extra name or so for home calls when they are going into a particular part of town. By cooperating they share a difficult task and save many a youngster from more serious trouble.

#### **Letters to Parents Are Used**

Several schools get good results by sending registered letters to the home listing a pupil's dates of absence and asking the parents to call. While some parents are distressed, many are most thankful for the information and the attendance problem is adjusted. When these methods have screened most of the cases, the visiting teacher or attendance counselor is next in line.

The school must not look upon these cases as temporary but as part of the case load of the visiting teacher. The visiting teacher begins intensive work with both parents and pupils, always seeking basic causes for overt behavior through finding the unsatisfied needs of the child's life. It is felt that attendance, as well as other factors of maladjustment, can be recognized and met through careful analysis.

When all school facilities have been exhausted, we turn to the probation office for help. In the last year a unique institution, the "informal hearing," was developed by the guidance bureau director and the juvenile court judge. In persistent cases of truancy which have not yielded to any school facility, the child is brought before the judge at the bureau office.

The visiting teacher or attend-

ance counselor prepares the case after careful investigation. The child and his parents are summoned by registered letter to the hearing. Failure of parents to heed the summons results in immediate referral to the probation office.

The judge holds the hearing exactly as he would do at court. The parents and child are urged to explain their difficulties. No probationary court record is made at this time but a copy of the proceedings is forwarded to the probation office at a later date if the case does not yield to this treatment.

#### **Informed Hearing So Far Effective**

This plan is still in the formative stage and its ultimate value cannot yet be judged. The apparent value is great. In the first few months of operation, the informal hearing proved effective in 60 per cent of the cases. Much of the success of the plan lies in using the hearing infrequently so that it has real meaning to both parents and pupils when it is used. If the conditions stipulated at the hearing are broken, the case is referred to the probation office which then takes complete control. A number of commitments to correctional institutions have been made.

The district attorney also renders valuable service. A case must be prepared by the attendance counselor, setting forth accurately exact dates and causes of truancy, general home conditions and any additional circumstances that may be pertinent.

The important factor in the use of the hearing, the probation office and the district attorney is that they are called upon in rare cases after every other school and community resource has been exhausted. For instance, a worker assigned to three elementary schools totaling nearly 1500 and the girls of two secondary schools numbering more than 1400 scheduled only two informal hearings and made two reports to the probation office during the school year 1944-45.

There is, of course, much still to be desired in correcting truancy in San Diego. Nevertheless, teachers, counselors, attendance clerks, nurses, administrators, the guidance bureau, the juvenile bureau and the probation office workers, plus the district attorney, are cooperating toward its ultimate success.



# Temporarily Japanese

## *Schooling under enemy rule in Tarlac Province, P. I.*

WINSTON ROESCH

Instructor, Washington Technical Institute, Seattle

ON A LOW rise of ground, half a mile south of the plaza and facing on the wide graveled road that borders the river, are the ruins of a once magnificent central school. It was a secondary school constructed during the term of the late President Quezon. Its buildings, which housed vocational arts, agriculture, home economics, general curriculum, administration, were of one story, concrete and stucco construction. Adjoining were agricultural gardens and playfields.

The school cost 260,000 pesos, or 1500 pesos per classroom unit. To the people of Tarlac this new secondary school represented a symbol of what democracy could do; it was proof that in the heart of Luzon, despite poverty and political corruption, means could be found to give youths a chance for educational advancement.

### Japanese Take Possession

In December 1941, the Japanese conquerors seized Tarlac province; then in January 1945, smarting from the blows delivered by the U.S.A.F.F.E. and Hukbalahap guerrillas and forced to retreat from American forces sweeping down from Lingayen Gulf, the Japanese burned the school.

So heroic was the defense of Bataan and Corregidor that the total strength of the Japanese was directed toward the defeat of the American forces, and education along with other social activities was deliberately ignored. The Japanese hoped that

by promising immediate independence to the people of the Philippines and acting as "liberators" all provincial departments would continue to function until the Japanese had the opportunity to consolidate their position fully and could turn their attention to the problem of civil government. Thus, the office of division superintendent received orders from the newly appointed governor to have all administrators and teachers resume their duties with the least possible delay.

The residents of Camalig, Gerona, Victoria and other towns in the province immediately opposed the plan of the governor to maintain classroom instruction as if who controlled the schools was of no concern to the peasants and townspeople of Tarlac as long as the schools functioned. No immediate measures were taken by the parents against administrators and teachers who returned to duty. Instead, the action took the form of an educational boycott directed against the governor and the controlling power.

After the arrival of American forces in 1945, provincial leaders cited a drop in school enrollment of more than 85 per cent during the occupation period to illustrate the effects of this boycott. However, there is no evidence that this decrease from 40,000 elementary and secondary school enrollments in 1941 to 6000 during the occupation can be attributed solely to the parental desire to keep children at home. Civil disturbances and the desire on the part

of teachers and pupils to assist in the struggle for independence must be weighed in as contributing factors.

Local resistance leaders favored the return to public office of those persons who could observe Japanese troop movements, gather information concerning supplies and equipment and forward the details to guerrilla headquarters. In compliance with this program, teachers, while still performing their normal classroom duties, enrolled as undercover agents or became members of the underground railroad, assisting in the movement of escaped American and Philippine prisoners of war from the neighboring P.O.W. camps near Capas and Cabanatuan and in the traffic in other wanted personnel.

Many teachers and administrators directly supported the cause of Philippine independence by joining the guerrillas for active field duty, and only a few were cast as collaborationists.

### Purge of Books Written in English

With the aim of eliminating in both public and private schools occidental ideas developed from reading English and American books, the Japanese, in 1942, started their purge of all books written in English. Library books numbering 35,000 in the province of Tarlac and 40,000 in neighboring Neuva Ecija, were burned. The Japanese did not distinguish between scientific treatises and novels. Any library book written in English was classified as subversive literature and subject to confiscation. However, as "liberators" the Japanese could not ask the 6000 pupils in the elementary and secondary schools to turn in their textbooks as contributions to the literary bonfire. That would have been contrary to their propaganda policy of creating an independent school system free from American oppression.

Instead, the Japanese instigated a censorship over all school books. Since the cutting out of obnoxious phrases or sentences would destroy the meaning of the text which appeared on the opposite side of the cut page, the Japanese, assisted by Philippine censors, solved this problem to their satisfaction by pasting

strips of paper over the censored words. This meticulous and tedious process was effectively shorn of its value by eager fingered pupils who persisted in tearing off the paper to see what the Japanese were taking such great pains to hide.

The only important curriculum change was the introduction in 1943 of the Japanese language in both elementary and secondary schools. All classroom instruction, however, was continued in English, the only language common to the schools. Efforts to train Japanese language teachers by means of an intensive three months' normal school course collapsed, primarily because the language was too difficult to master in such a short period and the student teachers were more obedient sitters than they were willing learners.

The Japanese visited the schools more to discover subversive elements than to examine methods of instruction or to appraise factors in educa-

tional growth. Mass drilling and calisthenics were the only school activities in which they showed decided interest. Toward the end of the occupation period, when it became apparent that the Americans would soon land on Luzon, they lost all interest in their plans to reeducate a stubborn people.

By the winter of 1944, education in the province of Tarlac was continuing only in those outlying *barrio* elementary schools where the Japanese did not penetrate for fear of becoming too heavily embroiled with guerrilla forces. In the towns all but a few of the elementary and secondary schools had been taken over by the Japanese military which was trying desperately to regroup its forces to meet the expected American invasion.

Schools were converted into hospitals, barracks and even stables. Desks were used as mess tables and meat blocks or were chopped into pieces

suitable for cookstove use. In the face of the impending crisis the educational system tended to disintegrate.

The results of the Japanese occupation today are most apparent in the destruction of school property, whether by fire, looting, shelling or through neglect. The introduction of the Japanese language and efforts to blank out American influence by censorship are of minor importance for, understandably, one of the characteristics of education in the Tarlac of today is the elimination of anything that is Japanese or that is tainted by the touch of the collaborators.

More important is the four year gap in the educational lives of approximately 85 per cent of the elementary school children in an area where education for 98 per cent of the population, which numbers more than 90,000, is completed at the seventh grade level.

# An Experiment in Democracy

THOMAS J. HIGGINS

Consultant on School Buildings and Surveys, Chicago

ONE Saturday afternoon nearly 700 voters went to the polls at Naperville, Ill., to vote either for or against a proposed school building program. Naperville is a town of about 5000 population in DuPage County, 30 miles west of the city of Chicago.

I had the opportunity of participating in the formulation of the program that was presented to the voters. It was an experience in true democratic procedures and a pattern that many communities could follow profitably.

The school inspectors from the University of Illinois and the state department of public instruction, who report to the North Central Association of Colleges and Secondary Schools on adequacy of school plants in the Middle West, made certain recommendations and suggestions for improving the high school building at Naperville. These recommendations were reviewed by the board of education, the superin-

tendent and the faculty and were published in whole in the local press.

The next step taken consisted of obtaining from the teachers their suggestions for changes to meet the requirements of the North Central Association. When this was completed in detail, Dr. William C. Reavis from the University of Chicago was retained to evaluate the teachers' findings and to review the future educational aims of the community. These discussions were held at open meetings at which all teachers were present.

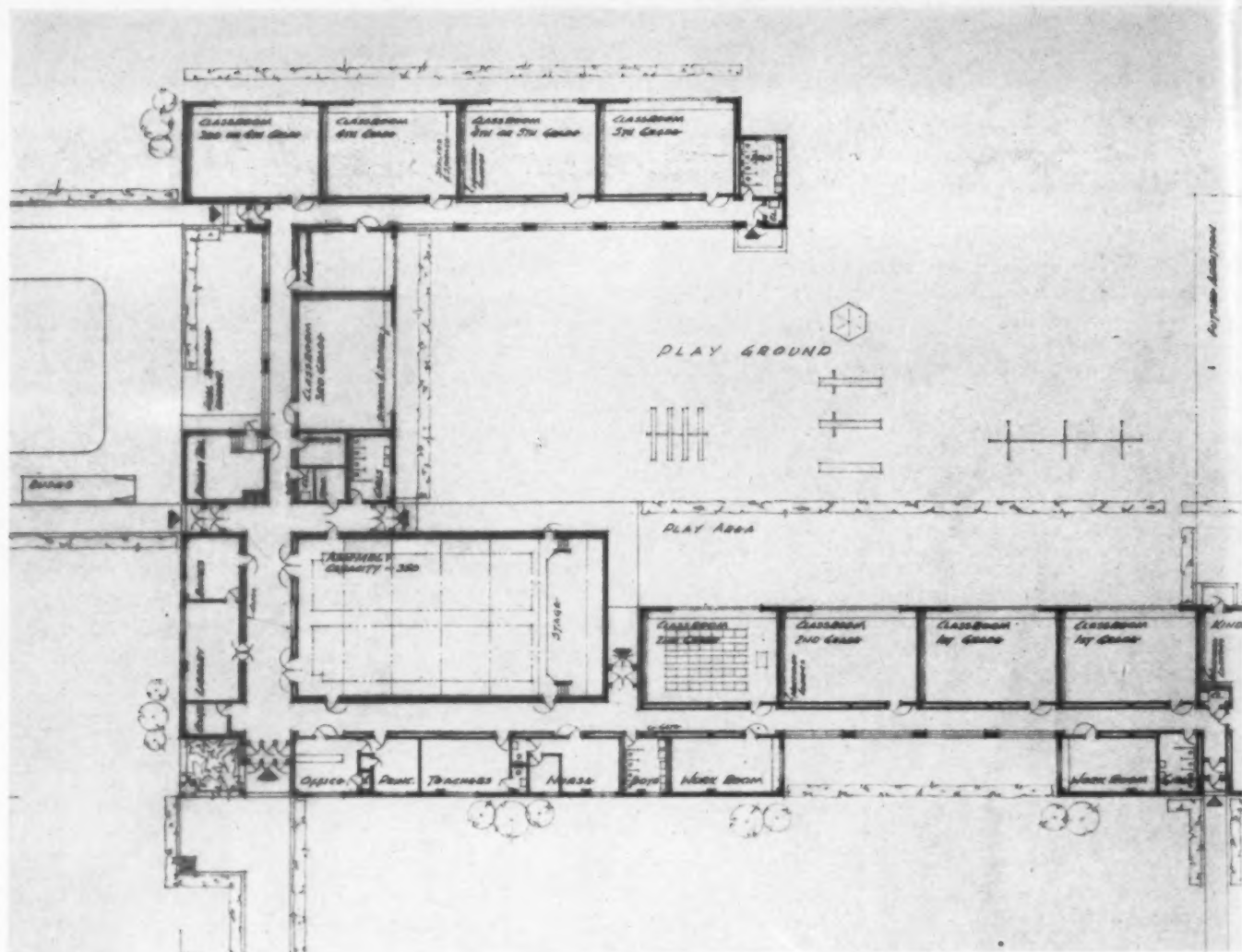
A survey of the present plant was then made to determine the physical changes necessary to meet the demands of the educational policy. Tentative plans of many schemes were prepared and studied. A coordinated program was developed with the local planning officials, the town council and civic groups co-operating.

A number of public meetings were

held at which the public was invited to enter into the discussions and it did. The needs and the objectives of the school system were explained. Outline plans indicating various solutions consistent with different estimated costs were submitted.

The result was that the original suggestions for rehabilitation of the old building were abandoned in favor of the erection of a new building on a new site. Notices of an election authorizing such action were given widespread publicity. The local papers carried the message to the community in a series of articles for a month prior to the election.

The authorization was voted by about 4 to 1. Seven hundred voters in a town of 5000 exercised their right to express democratically their interest in the affirmative or negative, their interest, nevertheless, in the public schools attended by the children of their community.



## Proposed School for Rapidly

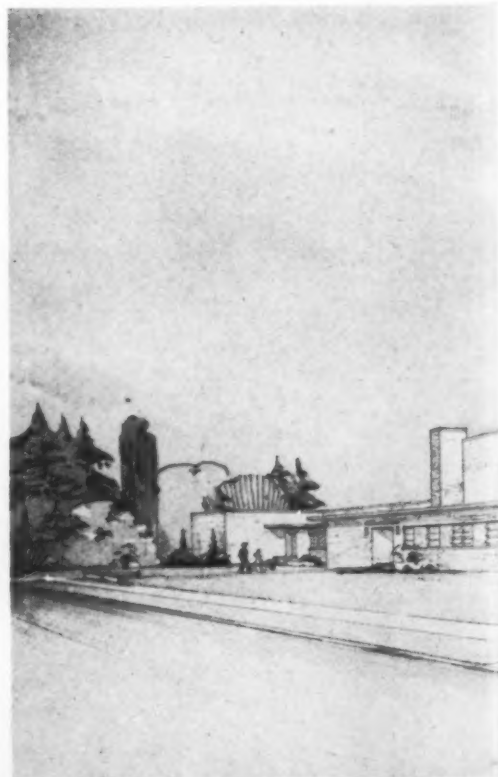
for pupils from kindergarten  
through grade 5

**DONN HOUGEN**

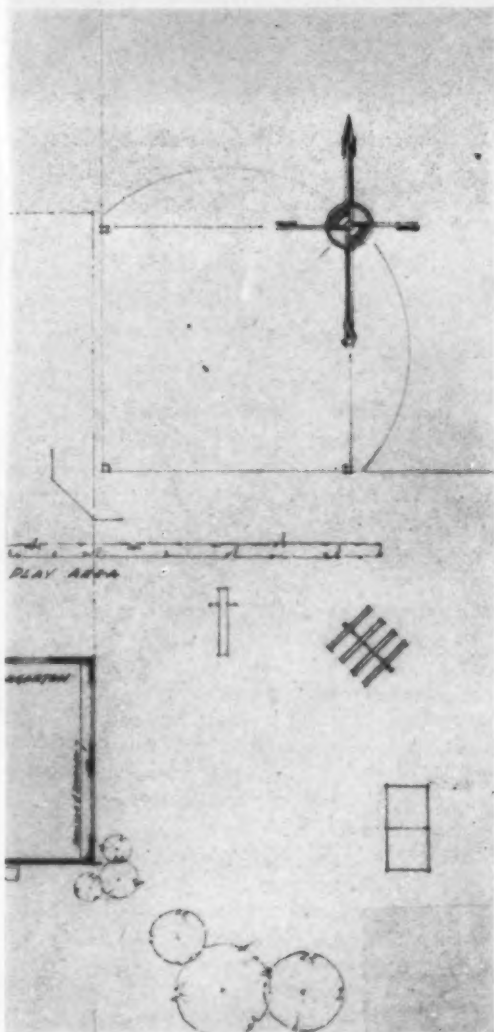
Architect, Wisconsin Rapids, Wis.

A NEW residential area in the town of Nekoosa, Wis., is rapidly being filled with the homes of new employees of the paper mill. And the end is not yet in sight.

To meet the needs of the children in this area and to provide for increasing numbers to come within the next ten years, an addition to the present school facilities is required, namely, a building to house the kindergarten, first, second, third, fourth and fifth grades. The rest of the elementary grades will be taken care of elsewhere. Accompanying plan and drawing show the







building which is contemplated. The exterior will be faced with local quartzite random ashlar veneer, backed with cinder block.

The building will have reinforced concrete footings, floors of reinforced concrete slab and linoleum floor covering. The roof construction will be of steel joists with reinforced concrete slab.

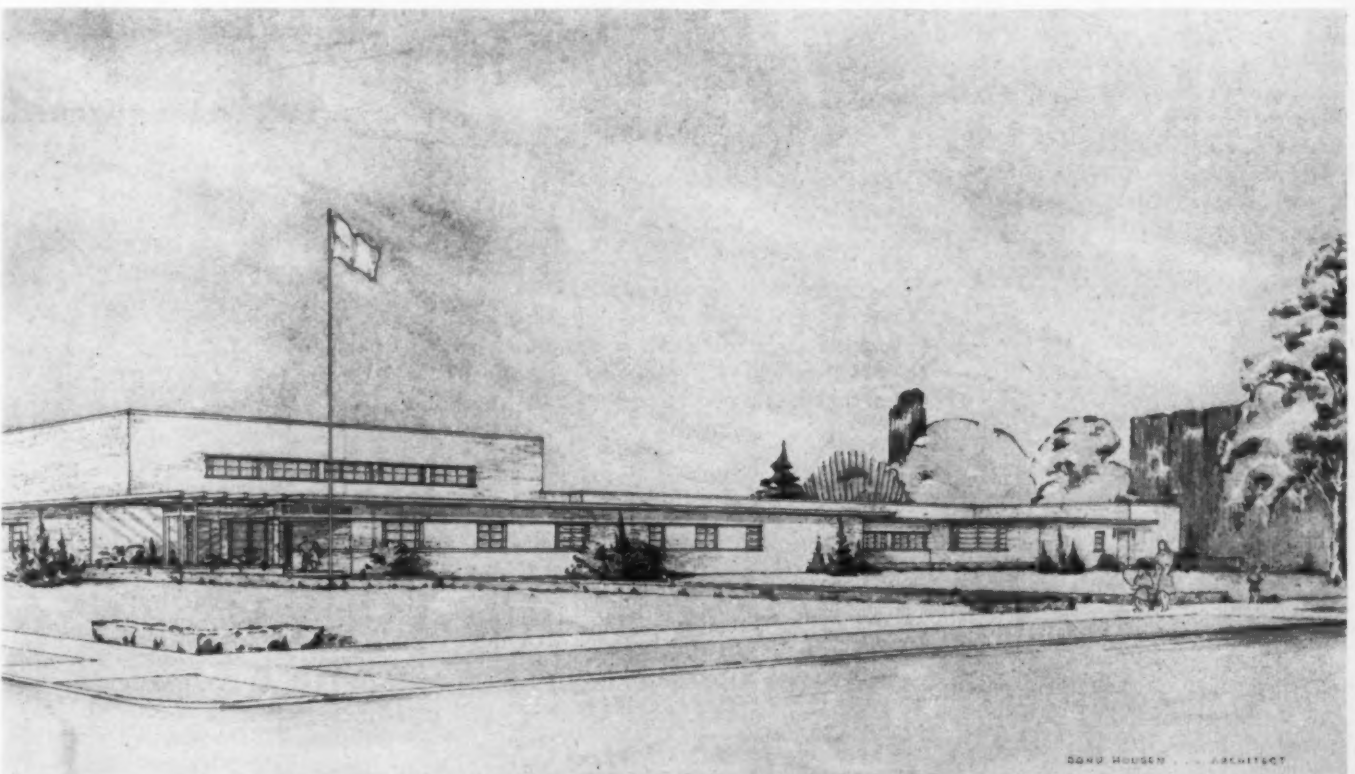
Instead of the customary east-west lighting, all classrooms except one will have a northern exposure. For dark days, fluorescent lights flush with the ceiling will furnish the proper foot-candles of light over the entire area of the room, which is more satisfactory than having various spots lighted by individual fixtures.

Heating will be of the zone controlled radiant type provided by wrought-iron piping embedded in the 6 inch floor slab. Proper ventilation will be maintained by individual air conditioning units, each of which will take care of two classrooms.

One of the problems of designing the new school was to provide a loading and unloading platform for buses, since some of the pupils come from outlying districts served by the school. Another problem was to provide a safe play area where children will not be endangered by traffic during their recreation periods, since the building will stand on a street corner. The plan shows how these two problems have been solved.

Construction of the proposed Nekoosa Grade School awaits only the time when the building industry will have become more stabilized and prices of building materials will have reached a more advantageous level.

## ly Growing Paper Mill Town



DOUG HUSEN . . . ARCHITECT

# SCHOOL OPINION POLL

THE NATION'S SCHOOLS

EACH MONTH A QUESTIONNAIRE IS MAILED TO  
500 REPRESENTATIVE SCHOOL ADMINISTRATORS

## Public Money for Nonpublic Schools?

**N**O SET of questions in the four years this monthly poll has been operating has met with such a crushing weight of opinion on a single side as has this month's query.

Sent out and returned before the Supreme Court decision granting the several states the constitutional right to use state funds to pay for the transportation of children to parochial as well as public schools, the questionnaires show how unpopular that decision of February 10 is to be among American school administrators.

This and all moves to divert public tax money to provide services of any sort to private, including parochial, schools are going to meet the determined opposition of public school executives in general.

Even the check marks are violently made on many of the questionnaires; the comments, too, are unusually pointed in their vigor. A return of 51 per cent by the time the poll was tabulated also shows unusually high interest in the height and impregnability of the wall between Church and State.

Asked in question 1, whether they favor the use of the taxpayers' funds to provide transportation for nonpublic school pupils, 87 per cent of the respondents say "No." Only 9 per cent of those questioned would be willing to transport private or parochial pupils in public school buses or in separate buses operated with public funds.

When it comes to providing free textbooks and supplies for nonpublic school pupils, the opposing front is even more united. Ninety per cent of those replying are against such use of public funds.

Some of the opposition vanishes when it comes to expending public monies for health and welfare services, 63 per cent opposing such expenditures, 31 per cent favoring them and the rest being uncertain.

A large majority of the respondents sent written comments on the ques-

tions. Among the more moderate of the comments are these two:

"To permit the private school to operate at its own expense a program of instruction that at least parallels in kind and in quality the program of instruction in the public school is one thing. It is quite another thing to subsidize the operation of a private school. It can be justified only in those areas where a comparable program of instruction cannot be made available in a public school."

"All three of the suggestions are seemingly innocent of any attack on the public schools and have a strong appeal because of the desire to provide

for all children. However, they are back door entrances to support of the dual system of education. I greatly fear that in the present crisis when the public schools are needing increased support that public school people will be tempted to compromise on these issues. Such a compromise, in my opinion, while bringing temporary gains, would sound the death knell for public education."

Typical of the more pointed comments is this one: "An affirmative answer to any of these questions would destroy our form of government. It could result in disaster resulting from 'under cover' teaching."

"This is a nice problem," writes an administrator from Washington. "In this state I believe it would be unconstitutional to supply any of the services listed."

A Kansan favors free textbooks for private schools if the texts are state adopted. He also favors free health and welfare services since "for the benefit of all we need to keep private pupils well."

"Tax money should not be expended to provide a revenue to operate schools for a select group," contends a Texan. "This violates the spirit of democracy, which is fundamentally: equal rights for all; special privileges for none."

Representing the minority, there is this comment: "Where these services do not duplicate themselves, I think they should be provided at public expense. After all, we are interested in the welfare of the child, and in many instances private and parochial schools do a better job than do public schools. Some standards should be set up by representatives of the public, private and parochial schools and adhered to by all three organizations."

And, again: "If health and welfare services are provided outside the school program, there can be no objection to the use of public tax money for all."

### QUESTIONS ASKED OPINIONS EXPRESSED

1. Do you think that public tax money should be expended to provide transportation for pupils of private, including parochial, schools?

No .....	87%
Yes .....	9
Uncertain .....	3
Private, not parochial .....	1

2. Do you think that public tax money should be expended to provide free textbooks and supplies for pupils of private and parochial schools?

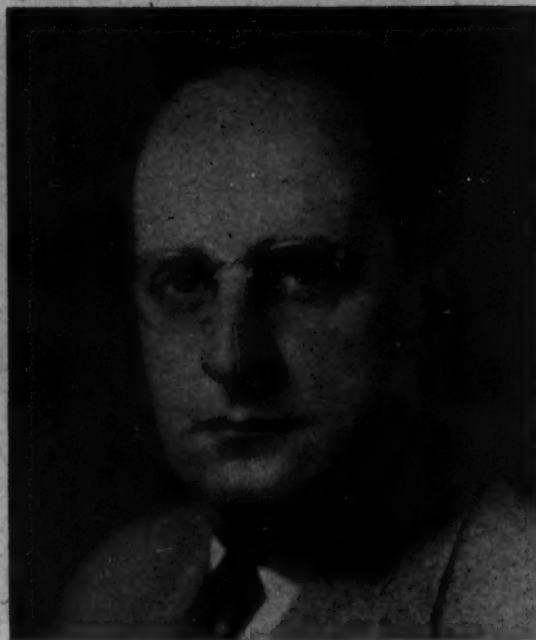
No .....	90%
Yes .....	6
Uncertain .....	3
Miscellaneous .....	1

3. Do you think that public tax money should be expended to provide health and welfare services for pupils in private and parochial schools?

No .....	63%
Yes .....	31
Uncertain .....	5
Private, not parochial .....	1



Henry H. Hill  
Retiring President, A.A.S.A.



Herold C. Hunt  
President, A.A.S.A.

## Convention Digest

**An aggressive, fighting spirit characterized the first postwar convention of the American Association of School Administrators at Atlantic City**

**P**UBLIC school administrators, more than 6,000 strong, meeting for the first time since 1942 in national convention, by the end of the week had turned a program that looked mild and innocuous in print into one of the most aggressive sessions in recent educational history.

Seven major problems appeared to compete for attention: Teacher strikes, teacher salaries, buildings, the improvement of education, federal aid, curriculum and the question of divided school support appeared early in the week to be receiving divided attention. However, by the close of the convention the problem of fiscal aid for sectarian schools, the recent Supreme Court decision on transportation for parochial school pupils and the coming strife between the National Education Association and the American Federation of Teachers appeared to have outdistanced and subordinated the other problems.

The American Association of Teachers Colleges started the week with several strong papers against teacher strikes and professional associations (A. F. of T.) associated with labor. Their speakers pleaded for teachers'

### ARTHUR B. MOEHLMAN

organizations sufficiently independent of all other interest and pressure group affiliations to maintain the impartial characteristics of the public schools. Labor, business, industrial and religious groups were included in this category, placing the teachers functionally as impartial agents of an impartial state.

The N.E.A. Commission for the Defense of Democracy Through Education brought in a much better balanced report on teacher strikes, protesting directly and indirectly against possible coercions and reprisals by state education authorities against striking teachers.

The commission felt that "teacher strikes can be prevented not by law or edict of educational boards and administrators but by the establishment of procedures under which the economic and professional welfare of teachers may be adequately protected."

On Sunday night Willard E. Givens, secretary of the N.E.A., brought the issue of sectarian sharing in public funds on any basis into clear-cut focus.

He raised the issue of possible alliance between the hierarchy of the Roman Catholic Church and the American Federation of Teachers by quoting liberally from editorials from *America*, the Catholic Review of the Week.

Dr. Givens also quoted excerpts from the Jesuit Paul L. Blakely ("May an American Oppose the Public School?") and indicated the official opposition of the hierarchy to public education, including the author's statement that "Our first [Catholic] duty to the public school is not to pay taxes for its maintenance."

Dr. Givens continued to the effect that the unique contribution of the United States to the world—the complete separation of Church and State and nonsectarian, classless public schools—must be maintained if democracy is to survive. He called for an awakening of public school men and the American people to the dangers of sectarian infiltration.

It looks as if the long moribund Horace Mann League will be revived as a dynamic organization spearhead to carry the question of sectarian demands to the American people with the spirit





**James B. Conant**  
President, Harvard University



**Willard E. Goslin**  
Superintendent, Minneapolis, Minn.



**Ellis Arnall**  
Former Governor of Georgia



**Mrs. Eugene Meyer**  
Washington Post, Washington, D. C.



**Worth McClure**  
Executive Secretary, A.A.S.A.



**Mrs. L. W. Hughes**  
National Congress of Parents and Teachers

of its founder. Dean J. B. Edmonson of the University of Michigan has been chosen as president to carry the work of this organization through the coming year.

Next the administrators proceeded to vote against those proposed aids for sectarian schools now before Congress. The superintendents of cities of more than 200,000 population rejected S. 2499 by a vote of 30 to 3, one man abstaining. Supt. A. J. Stoddard of Philadelphia voted in favor of divided school support.

Supt. Willard E. Goslin of Minneapolis, as head of the Planning Committee of the Superintendents, presented an aggressive report on the need not only for an increase in the salaries of public school teachers but also for improved professional preparation and for better teaching conditions. He advocated tenure for efficient teachers and administrators only. It is hoped that if salaries and social conditions are improved the shortage of well qualified teachers may be overcome within the next four or five years.

The administrators also rejected the Taft Bill (S. 162) of which paragraph 6B makes possible the use of federal monies for sectarian education at the state level. Instead, they proposed a per capita levy of 50 cents per child in public school membership only, to be administered by the state education authority. They also disapproved the proposed cabinet consolidation of education, health and welfare as an agency whereby funds for education could more easily and quietly be siphoned off for parochial schools.

#### Big Name Speakers

Sunday evening the convention got off to a good start when Pearl A. Wanamaker demonstrated some of the fighting leadership she hopes the administrators will assume. Miss Wanamaker, president of the N.E.A., said: "I warn you against smug thinking. Beware of being trapped by the thought that your school is small, your district unimportant and your teachers few in number when viewed on a worldwide basis.

"Your school is vitally important because you are turning out citizens of the world; your school is important because it is a part of our democratic educational system; your teachers are important because they are contributing members in a society dedicated to democratic rights and privileges.

"The time is past for just average administrators. Unless we lead our school and community in a sound, practicable program whereby we can accept federal aid and still retain control of the funds through our present school agencies, we are again stumbling before the challenge of leadership."

In the eyes of President James B. Conant of Harvard, the dilemma of American education is how to provide the nation with the needed special talent for the professions without reflecting the undemocratic or class structure of the German or European school system.

President Conant told the eighth general session that the way out of this dilemma is (1) to provide two year terminal colleges locally to give



Presidents D. L. Haught of Glenville State College, and W. H. S. White of Shepherd College, West Virginia.



Walter Montgomery, supervising principal, Waynesburg, Pa.; H. S. Rockey, supervising principal, Brookville, Pa.; Marc David, supervising principal, Fredericktown, Pa.; C. E. Hess, supervising principal, Republic, Pa.

vocational and general education and (2) to finance professional education to a considerable degree by a direct federal scholarship or fellowship program.

"Deplorable" is the word for the way public schools have taught the history of the American people. "Unfortunate" is the word for their teaching of the nature of our industrial economy.

It was in this way that the liberal mayor of Minneapolis, Hubert H. Humphrey, begged administrators and teachers to get in touch with the real world and not be victimized by the tide of the times.

"Only a few years ago the public schools ignored the entire question of trade unionism. Teachers should be selected according to their orientation

to the community and their ability to interpret our democratic system," Mr. Humphrey declared.

"Either we believe in human equality and human freedom or we do not; there can be no middle ground. Either we believe in free and open discussion, which means including controversial issues in the discussion circle, or we deny to ourselves and those in our classrooms the rights of free speech. Either we have the courage to delve into local community problems and apply those examples to a broader level of community organization or we deny the usefulness of education in a practical situation."

Secretary of the Interior J. A. Krug did not get back from the Pacific area in time to make his speech.

ments. Dean W. E. Peik, University of Minnesota school of education, condemned strikes as an "unsocial technique"; he also condemned the affiliation of teachers with labor organizations, advocating a "vigorous, free, unattached professional organization."

The A.A.T.C. took a generally gloomy view of teacher shortages for 1947-48 and succeeding years. Speakers estimated a total of 200,000 (20 per cent) poorly trained and incompetent teachers in public schools by next fall and a shortage of 250,000 teachers by 1950.

#### Financing Adequate Salaries

Adequate salaries for teachers naturally won complete acceptance in all sectors of the Atlantic City conventions. The financing of adequate salaries, however, is something else again.

Supt. A. Cline Flora of Columbia, S. C., led a discussion group on financing salaries, starting the meeting off with the optimistic observation that in his thirty years in the school field no year has been so productive of lay concern as has 1946-47. This lay concern provides a background for serious planning, he believes.

Everyone listened carefully as quiet voiced Roy W. Cloud of the California Teachers Association described the sequence of events which led up to that state's \$2400 minimum salary law. It was something of a whirlwind campaign.

Early in 1946 the California association, having digested the Heller Committee study which showed that the white collar worker with a family of four requires a budget of \$4660 a year, set out to initiate legislation.

In that state it is possible to file an initiative petition directly to the legislature provided it has the valid signatures of 6 per cent of the votes cast for all contestants running for governor; that meant the association

## TEACHER SHORTAGE, SALARIES, TRAINING

The biggest business on earth could fail.

President Pearl A. Wanamaker of the N.E.A. told the administrators that Sunday evening to touch off the fireworks on the teacher situation.

"Since the days of Queen Elizabeth and probably before," Miss Wanamaker declared in her dramatic way, "the teacher has been underpaid, considering preparatory training and service rendered. In these days the level of payment is absurd. Throughout the nation the teachers are bitter about this."

Miss Wanamaker warned superintendents against perpetuating the common error that teachers' salaries must be increased to meet the higher cost of living. The cost of living is not a basic issue, she asserted. The entire teaching profession must be raised to a higher relative professional plane. The public must be educated to recog-

nize the teacher as a personality, as a contributing individual in the community and not as a functional adjunct to the school building. The administrator must identify himself with his faculty and his school as a working, participating unit.

Strongly deploring the wave of teacher strikes now spreading over the nation, the American Association of Teachers Colleges at its concurrent meeting adopted a resolution to the effect that:

"We record our regret that certain groups of teachers have felt it necessary to resort to strikes in order to call their situations to the attention of the public."

This statement of association official opinion grew out of the feeling that the teaching profession would suffer the loss of public confidence through strikes, threatened walkouts and aggressive demands for salary adjust-





J. W. Summers, superintendent, Joinerville, Tex.; J. E. Rhodes, superintendent, Van, Tex.; Sandy Moore, superintendent, Polk County Schools, Livingston, Tex.



Gerald Alexander, superintendent, Crawfordsville, Ind.; C. V. Kinsey, superintendent, Beech Grove, Ind.; and Fred W. Totten, director of admissions, Wabash College.

needed 178,000 valid signatures. The proposed legislation was to provide \$120 of state aid per child A.D.A.

By April 13 the petitions were printed and in less than two weeks the teachers had actually obtained 600,000 valid signatures. To put the petition into law, the association knew that money was required. Mr. Cloud dispatched a letter asking each teacher to contribute \$10. Within three weeks there was a fund of \$300,000. With this, the association hired the best public relations organization available and put on a snappy campaign, using the radio, motion picture trailers, press releases and paid advertisements.

The legislation carried the assembly by a 1,610,000 majority. The association is now preparing bills for the allocation of the funds received. One assembly bill will provide for 12 annual increases in teachers' salaries starting with the \$2400 minimum and bringing the salary up to \$4200 during the first half of a teacher's career. Increases the first four years will be small, \$80 per annum, since the California association finds that this is the period in which many teachers drop

out of teaching because of marriage.

Edgar L. Morphet, commissioner of education for Florida, speaking on state aid, told the group that if teachers' salaries were adequate in every state the prestige of the profession would rise; more capable persons would be attracted to it, and desperately needed improvements would be made in education.

Good salaries will not solve all the schools' problems, however. Dr. Morphet declared that as soon as better teachers are available through adequate salary schedules they will want better buildings, more teaching materials, audio-visual aids, school journeys. Moreover, better teachers will demand better school organization and better administration.

Dr. Morphet listed the advantages and disadvantages of a state salary schedule, the use of the instructional unit method and the provision of state funds for instructional salaries only (a highly fallacious method) and led his audience to the conclusion that a comprehensive plan is the only sensible scheme. Salaries must be merely a part of a state and local financing program

in which transportation and capital outlay are parts. He advocated a much greater salary increment for the college graduate in order to assure more thorough preparation for teaching.

Paul R. Mort of Teachers College, Columbia University, discussed federal responsibility in financing the program. He suggests that education accept some such federal pattern of development as this:

1. The devising of just equalization measures for at least a decade without controls. Then ten years later "we can deal with a few actual ills rather than a thousand imagined ills."
2. Concurrent support of special aid at this or that point (health, vocational education, guidance) where the national welfare seems to demand it.
3. Aid to elementary and secondary public schools only during the next ten years. Later, thought can be given to higher education and possibly to a compromise on the parochial question.

### Salary Drives Can't Do Whole Job

Salary drives alone will not fill the schools with effective teachers. More than one speaker stressed that. Karl W. Bigelow of Teachers College exhorted superintendents to help their teachers find satisfaction in the work they do.

To do a good and satisfying job, according to Dr. Bigelow, anyone must have: (1) a sense of purpose, (2) a sense of competence, (3) a sense of freedom, and (4) a sense of relationship. Group endeavor can bring about all of these, provided there is central planning for it. The good administrator will see that these "four senses" are deliberately and skillfully developed in his teachers.

"Teachers need an emotional climate that will sustain their faith in their current worth," Dr. Bigelow says. The superintendent can provide this climate if he has a clear grasp of human relations, if he will stimulate and support the teachers, reducing work loads and rewarding individual and group efforts, and if he will allow each teacher to share in the determination of fundamental policies, in planning and in carrying out plans.

A well developed plan for encouraging youths to become teachers has been worked out at Mount Lebanon, Pa. This scheme was described in detail at one crowded and overheated afternoon session; the preceding adjectives apply to the physical properties of the room and not to the program.

### Senator Taft on S. 472

The big name of Senator Robert A. Taft as a Thursday morning speaker did not succeed in delaying the departure of all the schoolmen for they



had been away from their desks for as many days as they thought desirable.

Senator Taft naturally spoke on S. 472 and the thinking behind it. The basis of this bill, he said, is that if a state after making more than the average effort cannot provide \$40 per child from half its revenues, the federal government will assist the state to see that every child receives at least a \$40 education.

While this is too low a permanent standard, the senator declared, it is much higher than is now being spent for many children in the poorer districts of the United States. It will take some years even to reach the \$40 minimum standard and then the Congress can consider whether to shoot at a higher goal.

In regard to the controversy now going on regarding private and parochial schools, Senator Taft declared that S. 472 is a state aid bill and the state should be authorized to use the federal funds for the same purpose for which it uses its own state funds. If the state recognizes private and parochial schools as part of its state educational system, then the bill provides that it may use federal funds in the same proportion in which its state funds are used for such schools.

"One may feel strongly either way on that subject," Senator Taft declared, "but it is a matter for each state and the people of each state to determine."

#### Extra Pay for Extra Hours

Some 800 schoolmen left the hall still arguing as to who came out ahead in the afternoon of debate on whether teachers should be paid extra for extra hours of work.

First, the group heard of Supt. Alex-

ander J. Stoddard's Philadelphia plan of dividing teaching duties into X and Y categories. The Y jobs, for which extra pay is allowed, are continuous formal duties, such as sports, music and dramatic coaching. If teachers in charge of the activities were not allowed extra pay, Dr. Stoddard contends, it would be a case of exploitation since their loads are excessively large. The plan has been in effect for three years and the results appear to be favorable.

#### The Opposite View

Taking the negative view, Supt. William R. Odell of Oakland, Calif., contends that all activities significant enough to justify teacher assignment are equally important. A guidance counselor is as important as a football coach. What Oakland with its single schedule is trying to do is to give all teachers an equal load and to keep their hours within the school day or term, permitting the late arrival of those who have extra duties.

Supt. Odell declares that the use of extra pay for extra hours is a poor excuse for inadequate pay. If extra pay is given one teacher or group, this eventually leads to extra pay for all. In the meantime, the school system is discriminating against the less vociferous groups.

Researcher Paul T. Rankin of Detroit, he of the fancy pipe, finds that in that city the average work week for a high school teacher is 44.5 clock hours, or 12 hours more than the scheduled school week of 32.5 hours.

The average work week in Detroit high schools varies among departments from 41 to 49 hours. The figures are: English, 48.6; social studies, 46.6;

foreign languages, 45.9; science, 45.1; health, 44.1; mathematics, 43.0; vocational subjects, 41.8; commercial studies, 41.3; music, 41.2; art, 41.0.

Detroit finds the answer to "How hard does the teacher work?" to be that the teacher works a longer week than the present day standard of 40 hours because of her own concern for doing the job well.

In Milwaukee Supt. Lowell P. Goodrich has an adjusted hour program, conceding that if there were no athletic coaches there would be no problem. Milwaukee school officials believe that 4 extra hours a week or  $3\frac{1}{2}$  hours a day constitutes a reasonable extracurricular load. They, therefore, have set up a policy of paying for work over and above that, with maximum limits set on both time and pay.

The most extra pay a head football coach can make, for example, is \$350 a season; a head basket ball coach, \$300 a season. There is a \$400 limit on the extra pay permitted any one teacher in any one year.

A show of hands indicated that most school systems represented in the audience of 800 have answered the demand for extra pay for certain jobs.

#### VETERANS' PROBLEMS

How school administrators can aid the Veterans Administration and the nation through on-the-job training programs in agriculture, business and industry was told a discussion group by Col. John M. Andrews, personal representative of the V.A. administrator, Gen. Omar Bradley.

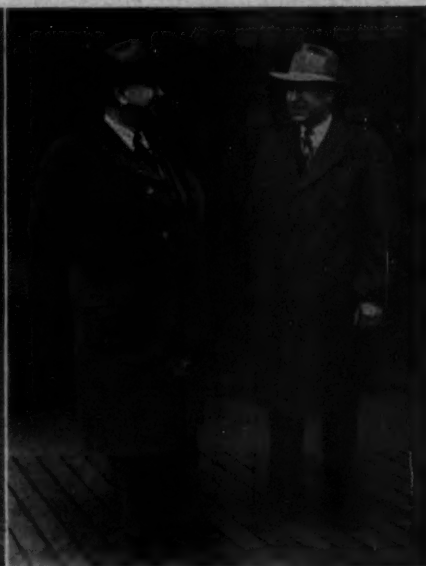
After explaining the tightening up of controls over the original laws



Dr. John Guy Fowlkes, University of Wisconsin, and Dr. H. F. Clark, Teachers College, Columbia University.



C. W. Webb, director of special activities, and P. L. Armour, assistant superintendent, both of El Paso, Tex.



Dr. James Clove, superintendent, Murray, Utah, and E. V. Mortenson, principal, Murray High School, Murray, Utah.



Paul B. Norris, Iowa State Department of Education; Leonard Davies, Iowa State Education Association; Stevens Watkins, superintendent, Ames, Iowa.



Group at registration booth.

through Public Law 679, the colonel asked the schoolmen for help in integrating the program and perfecting plans at the state and local levels to meet the needs of the veterans.

Some veterans, Col. Andrews explained, do not seem to realize how severely handicapped the uneducated and untrained are in the stiffening competition in business and industry. Schoolmen can encourage veterans to pursue further training.

Moreover, school administrators can acquaint agricultural, industrial and business organizations with the opportunities that exist in the training programs and show them that such programs will be of value both to veterans and to employers.

Schoolmen were urged to organize, as part of their adult educational programs, courses of related instruction for the various occupations, such as courses in bookkeeping, retail selling, business management, business mathematics, commercial English, advertising, carpentry, electricity, printing, radio, refrigeration, classroom instruction in agricultural subjects and the like.

#### Improvement in Guidance Asked

Improvement in the schools' guidance and counseling services was also asked. Ways should be found to encourage all veterans to seek counseling not only at the time they begin their education and training but also as need arises later.

A final type of needed cooperation would be for schoolmen to encourage veterans to make their adjustment to the jobs they can obtain now or at the time they complete their training. It is important that they gain useful work experience and seniority rather than remain idle while waiting for the jobs they want to turn up.

Through their varied programs and organization, high schools have demonstrated a flexibility in the service of the veteran that only one year ago would have seemed impossible, according to Dr. Francis L. Bacon, chairman of the section on educational opportunities for veterans at the high school level.

Supt. E. W. Montgomery of Phoenix Union High School and Junior College, Phoenix, Ariz., said that in the guidance of veterans into specific training programs a battery of tests, including general ability, special aptitudes and personality, is of much more value than any one type of test taken alone.

The state of Arizona grants a certificate equivalent to a high school diploma to veterans who successfully pass the General Educational Development Tests and the state colleges accept non-high school graduates on the basis of such equivalent certificates. The vocational high schools offer a wide variety of courses, both to full time veterans

and to veterans in on-the-job training.

The veteran program in Seattle, Wash., was described by Dr. E. W. Campbell, assistant superintendent of schools, and that of Philadelphia by Associate Supt. Edwin W. Adams.

Both cities have a separate school for veterans, which affords them the opportunity of associating with men of comparable age and experience. The veterans range in age from 19 to 43; 25 per cent are married. More than half of them plan to continue their education, thus making a demand on the secondary school to provide the 13th and 14th years in the local community. Both academic and vocational subjects, the latter closely related to apprentice and on-the-job training, are given. College preparatory courses are sought by most men.

The need for programs to meet the needs of veterans will continue for some time to come and may prove to be the basis for a continuing educational program for adults, it was agreed.

## INTERNATIONAL & GROUP RELATIONS

Latin Americans are too often Gauchos who dance the rumba and engage in periodic revolutions.

Russians, too often, are enigmatic, stubborn and mechanically inept.

The British are a stolid though decent folk.

The Chinese are philosophic coolies.

"Pleasant myths, the foregoing, but we can't afford them any more. We must learn that human beings everywhere are very much like us. We must learn that the political institutions of other nations have their roots in history, as have ours, and we must learn both the institutions and the history. We must learn from philosophy what is desirable, from history and politics what is possible, then apply all our

resourcefulness to devising ways to make the desirable possible."

William Benton, Assistant Secretary of State, laid out this big job for the schools and the American people. Such learning as he described was once the province of scholars. Today it must become part of the equipment of a citizen. We can learn from Russia, among other things, to take education more seriously.

Assistant Secretary Benton gave the administrators some suggestions for their own communities. Among them:

Ask local editors and radio stations to give greater attention to foreign affairs.

Arrange teacher exchanges with foreign schools in local high schools and





W. G. Davey, Schoolmen's Chorus, Toronto, and George E. Roudeshush, superintendent, Columbus, Ohio.



Dr. W. T. Branom, supervising principal, Hillside, N. J.; Dr. W. C. Reavis, professor of education, University of Chicago; Dr. D. H. Cooper, University of California; Supt. V. C. Nicklas, Woodbridge, N. Y.; Robert Woellaer, University of Chicago.

arrange teacher and student exchanges through local colleges.

Organize study groups.

Undertake surveys to determine the nature and extent of the misconceptions about foreign peoples and foreign affairs in the community.

George F. Counts of Teachers College thinks that educators may save the peace of the world, or so he told the American Association of Teachers Colleges. A program should be launched in good faith by both the United States and Russia.

Each should teach the language of the other; each should repudiate any attempt at spreading organized propaganda in the other country; each should strive to give the young a fair, balanced account of the geography, history, institutions, literature and philosophies of the other; there should be a generous exchange of students, scientists and artists; missions of educators from each country should be developed who would remain for considerable periods of time; there should be a free exchange of books, magazines and professional literature.

#### Gary's Experience in Segregation

Shifting to the American scene, Supt. Charles D. Lutz of Gary, Ind., had suggestions for educating communities for intergroup understanding.

The segregation of Negroes, for example, is of two types: school district segregation and discrimination involving full school citizenship and full use of school facilities.

Favorite ways of discriminating against Negroes or other minority races within a given school are tied up with: (1) use of the swimming pool; (2) seating arrangements; (3) segregation by locker assignment; (4) social affairs; (5) participation in band and orchestra; (6) athletics; (7) student offices; (8) school clubs; (9)

dramatics; (10) separate play areas.

Mr. Lutz says that nothing significant will be accomplished in combating discrimination unless the school board formulates a specific policy against such discrimination.

Once this policy has been published by the board, a leader of the opposition will arise. Perhaps the superintendent can persuade the local press to give no publicity to the opposition. Certainly, the board should not allow school facilities to be used for closed meetings by the opposition or any group. If the nondiscrimination policy is published far enough in advance of action, the early resistance may wear out. Too, the F.B.I., sheriff or police may have

some information about the opposition leader, such as his former membership in the Ku-Klux Klan.

Responsibility for implementing the board's policy will come through teacher leadership in the community and through board and administrative leadership. Student groups can assist in interpreting the policy to the community and leadership will arise in the adult community itself.

The school board and administrators will find that honesty and courage are of the greatest importance in initiating an intergroup policy. Once the policy has been stated, they must stand solidly behind it without giving ground if the results are to be satisfactory.

## SCHOOLHOUSE PLANNING

In adjusting to the staggering levels of today's prices, don't sacrifice such hard won educational gains as large classrooms, adequate lighting and acoustical treatment. So urges N. L. Engelhardt.

Eliminate certain structural features, if you must. Talk the difficulty over with the contractor; perhaps by financing some of his immediate purchases you can make it possible for him to cut down on his estimates.

Dr. Engelhardt knows whereof he speaks, for the New York City schools were to build some 1,500,000 cubic feet in additions. Job A cost \$1.04 a cubic foot as against 56 cents a cubic foot in 1939-40. Job B cost \$1.28. When it came time for Job C, the bids had gone up to \$1.63 so the contract was not let.

A tapering off will come and Dr. Engelhardt expects building prices to level at about a 75 per cent increase over 1939-40 figures.

Other speakers agreed that bond issues for building purposes pass easily enough in cities in which the schools

have good long term public relations programs. Under short term, high pressure publicity campaigns, the voters may reject tax proposals.

Supt. Harold H. Church of Elkhart, Ind., suggested the organizing of a community school planning committee to offset the loss of a long term public relations plan.

In such a committee professionally trained school people must keep the leadership. The public must understand that it can act only in an advisory capacity, that the board of education is the final authority. However, free and honest expression should be encouraged and plenty of time and patience should be taken to inform the uninformed.

Cautioned Mr. Church: (1) don't freeze out those who oppose; (2) don't vacillate or weaken when you are sure you are right; (3) don't put responsibility on subordinates or shirk it; (4) don't underestimate the cost of a good school building.

Supt. Thomas L. Nelson of Berkeley,





Agnes Engstrand, Kansas State Department of Education, and Corinne Richard, superintendent of Jackson County Schools, Kansas.



C. C. Carpenter, assistant superintendent, Los Angeles County Schools; Roy E. Simpson, superintendent, California State Department of Public Instruction, and Frank M. Wright, associate superintendent of public instruction, California.

Calif., thinks that if a school bond referendum is to be promoted the best thing to do is to get legal aid from firms recognized as bond authorities. The next step is to get out a big vote.

### Designs Are Changed

The old sitting school is now a school of living and that brings many changes in design, as Supt. Edwin W. Broome of the Montgomery County schools, Rockville, Md., pointed out. Space has become more important and the plant is designed, lighted, decorated and esthetically arranged to aid the learning process. Even the site should contain natural resources for science studies.

The superintendent of schools, according to Dr. William C. Reavis of the University of Chicago, not only is a central figure in school plant planning, but must be active in community planning.

"Areas in a community may become decadent and school buildings obsolete long before the normal life of the buildings has been spent because of community changes that might have been averted through cooperative planning," Dr. Reavis made plain.

"Communities and schools tend to go backward and forward together. Discriminating citizens with children to be educated will not long reside in a community that tolerates poor schools. Conversely, superior schools have tremendous drawing power for persons seeking desirable communities in which to make their homes.

"To maintain maximum recreational service to the community, schools and parks should be coordinated. This result is not likely to be achieved unless the superintendent of schools takes the initiative in his rôle as coordinator of youth-serving agencies in the community."

## HEALTH AND SAFETY EDUCATION

Health education is the primary responsibility of the school, according to physicians. School health service should have for its primary purpose, in the opinion of Dr. W. W. Bauer, director of the bureau of health education, American Medical Association, the furtherance of health education, plus the assurance of healthful school living, the correction of pupils' remediable deficiencies (physical or mental) and adequate motivation for the continuance of healthful living practices after school attendance ceases.

### Health Examination All Important

Health service, Dr. Bauer believes, should be built up around a health examination which should be made with sufficient frequency to be significant. When financial resources are limited so that not every child can receive an adequate examination every year, the checkup should be available first to those who appear to need it most in the judgment of parents, teachers, supervisors, nurses and principals. Special attention should be paid to athletes, crippled children and others who deviate from normal.

"The health examination," he went on, "should be adequate in its purpose and not slipshod or superficial. It should be an educational experience; if it is to be valid, it must be an adequate examination. This does not necessarily mean a detailed diagnostic search, such as would be made in the office of a pediatrician. It does mean a satisfactory screening examination which will disclose a major percentage of deficiencies.

Dr. Bauer feels, too, that the results of health examinations should be followed through by notifications to par-

ents in writing, by calls made by nurses, visiting teachers or principals or by conferences in the school between appropriate school personnel and parents.

Speaking on health education from the point of view of the public, George M. Wheatley, assistant vice president of health and welfare, Metropolitan Life Insurance Co., believes that emphasis should be on day to day health observation and guidance in the classroom. Teachers have an important contribution to make to this, especially if they are aided by a school physician and nurse. They need to be alert to changes in the behavior and appearance of children in their classrooms.

"The degree to which health education is taught successfully in the schools," Mr. Wheatley stated, "is in direct relation to home teaching. Linked with the extent of parent participation is the solution of the problem of sex education in schools. Call it sex education, human relations, social hygiene or what you will, the school cannot escape the necessity of taking parents into its planning for such a course.

### Superintendent Sets Example

"Each individual should ask himself: 'What are the schools doing to teach my children and me the meaning of health and how it can be maintained?' A large part of the answer to motivation lies in example. Hence, the superintendent should also ask himself: 'What am I doing with respect to exemplifying good health in my own personal life, in encouraging my teaching personnel, in providing highly qualified personnel to serve children?'"

The school nursing situation has

three basic issues which are not too frequently analyzed. These are, according to Lula P. Dilworth, assistant in health education, New Jersey State Department of Education, first, preparation for school nursing; second, supervision in school nursing, and, third, professional and other affiliations of interest and value to the school nurse.

Whereas school administrators, public health officials and nurses are in agreement that a nurse should have special preparation, the issue arises as to its "what," "where," "type," and "amount." It is Miss Dilworth's feeling that a full year's college preparation based on needs in the field of school nursing would enable the nurse to function more adequately in her rôle as a supervisor of child health and as a health educator. It would contribute immeasurably to her feeling of adequacy.

#### Asks Nurse Supervisors

Various methods have been employed for supervising the school nurse. She has come under the jurisdiction of the physician, the physical director, a home economist or some other member of the school staff. According to Miss Dilworth, "If one believes in supervision of the worker by a qualified representative of the group concerned, supervision in school nursing by a well qualified nurse supervisor takes its rightful place as an issue of the day."

Because the school nurse is urged to join various educational groups in addition to her own professional nursing organizations, she faces a maze of confusion in attempting to decide how to budget her time and available funds. The result, as described by Miss Dilworth, is that today the field of school nursing lacks the support which is available to other areas of education and nursing through strongly organized groups on local, county, state and national levels.

Accident prevention in general and driver education and training in particular are largely a community rather than a school responsibility, in the opinion of Gordon C. Graham of the safety education department of the Detroit public schools.

The schools, as a part of a comprehensive communitywide plan, should endeavor to discriminate between those agencies in the community working for the common good and those motivated by the selfish desires of a few.

#### Where Help Can Be Found

Groups of agencies with which the schools can well cooperate are: (1) nonprofit civic organizations, such as community safety councils, motor club safety committees, luncheon club groups, veterans' organizations and the P.T.A.; (2) agencies assigned the responsibility under the law, such as police, traffic bureaus and courts, and driver licensing agencies; (3) groups having a financial stake in the city's accident problem, such as public utilities and mercantile establishments which lose more time from traffic accidents than from plant or office accidents.

"Driver acts are responsible for 85 per cent of traffic accidents," Norman Damon, vice president of the Automotive Safety Foundation, told a discussion group. Young drivers inherit the faults of their elders. As it is impossible to retrain 45,000,000 drivers, even if old drivers could be taught new tricks, the obvious starting point is to train all future drivers.

"Sixteen year old drivers have from three to nine times as bad a fatality rate as middle-aged drivers and yet they are the group most receptive to sound instruction."

Mr. Damon suggests universal high school driver instruction. Only 25,000 high schools now do a comprehensive job in this field, he declares.

## RURAL EDUCATION

There is plenty of unfinished business in rural school administration, Jere A. Wells, superintendent of Fulton County schools, Atlanta, Ga., told an afternoon discussion group.

At the top of the list, Mr. Wells would put finance since the other desiderata are not likely to be attainable without sound support. When the counties of the state have made a uniform effort to finance their programs, each state should provide an equalization fund to be distributed among them on the basis of need. Mr. Wells would also like to see the federal treasury tapped to provide an equalization fund for county schools on the national level.

Second to the lack of money and partially resulting from it is the rural school curriculum, usually inadequate and unsuitable. Mr. Wells would have more emphasis on character education and on a sound health program including medical examinations, health education, dental care, recreation and a nutritious hot lunch. He would have free textbooks and a countywide system of audio-visual aids.

#### High School Curriculum Needs

On the high school level Mr. Wells envisions a program geared to the mechanized age for the production, processing and marketing of agricultural products. Bolstering this, he would have courses in elementary accounting and other commercial subjects to enable farmers to keep accurate accounts of production as well as profits.

Mr. Wells' rural high school would provide shop courses, elementary electrical courses, canning plants, freezer lockers, dehydrating plants, courses in soil conservation, diversified farming, livestock raising and care of forest



Supt. Frank A. Jenson, La Salle-Peru Township High School, La Salle, Ill.



C. L. Jones, elementary principal; T. P. Baker, high school principal; Russell C. Lewis, superintendent, all of Austin, Texas



lands. For the girls there would be homemaking and home economics courses with a sufficient amount of expendable materials for the proper teaching of science.

And for all these courses and equipment there would be well qualified and well trained teachers who would be paid a \$2400 a year minimum salary. He'd have parent-teacher associations, too. And a good county superintendent!

#### Trained Bus Drivers a Factor

Upon the skill and ability of the school bus driver rests in large degree the success of any school transportation system. Fred W. Eberle, state teacher trainer, Trade and Industrial Education, West Virginia State Department of Education, made this statement during a discussion of rural education. Administrators are now concerned with the improvement of their drivers, Mr. Eberle pointed out, as well they might be.

Part of the problem has been met by the motor transportation industry itself in encouraging the use of scientific technics in the selection and training of their drivers, in which program educators have assisted.

The school bus driver, on the other hand, has a complex job which is daily becoming more specialized. "As this specialization increases," Mr. Eberle emphasized, "more attention must be given to the individual who assumes this responsibility. To find the most suitable person will require the use of scientific tools and technics to ensure a wise selection and a properly designed training program for bus drivers."

Patchwork plans or palliatives won't solve the problem of the financial support of rural education, declares Dr. R. L. Johns of the University of Florida.

Some states have attempted to help rural schools by "dishing out" a series of special aids as a kind of dole; special appropriations for buildings, libraries, tuition and the like.

Reorganization of local schools into administrative units of sufficient size to furnish the professional leadership and business management necessary to a good school system is one of the primary essentials.

Better state support and financial aid from Washington will be necessary if rural pupils are to have educational opportunities equal to those of pupils in urban groups, Dr. Johns believes. The higher per capita cost of providing good education for country children

comes about through the need for expensive systems of school transportation, the small size of the school units and the necessity for paying higher salaries to attract first class teachers away from city attractions.

Clyde B. Myers outlined a scheme for improving the status of district superintendents in New York State by the reorganization of rural areas into intermediate districts. The general superintendent in charge of the intermediate district would have a lay board. This, he believes, would round out the job of the central school, capture the loyalties and sense of responsibility of the local people and provide the staff and time to assist the classroom teacher.

## AUDIO-VISUAL INSTRUCTION

A radio station of its own is not essential to the school system which would use this modern method of instruction and interpretation. Radio wants to cooperate with the schools. It is not partisan and is without bias. Therefore, it is well to take advantage of what it has and what it is willing to offer.

Vierling Kersey, superintendent of schools in Los Angeles, and others participating in the discussion of the use of radio in schools urged its greater use not only as an aid to instruction but as an aid to public relations.

"The best education in the schools is the best public relations," Mr. Kersey stated, "and we want better public relations so that we can have better schools."

To accomplish this he suggested that schools might well ask their local radio stations to cooperate with them. Such cooperation may take the form of sponsored music programs for the classroom or programs of special events. To

rouse interest in the schools, others should be asked to do something for them. People respond more enthusiastically when they play an actual part in the work.

In the field of instruction, radio possesses potentialities that have not yet been scratched. The only way its full benefits can be realized, according to Willard E. Goslin, superintendent of schools, Minneapolis, is to do a thorough job of in-service training in radio. The responsibility for the use of this medium must rest with every man, woman and child in the school system. Most people in education, Mr. Goslin contended, don't know how to use radio. It cannot be entrusted to the hands of the few; everyone must participate. Also its use must be implemented to the listener. Because most children are radio listeners and enthusiasts they constitute an appreciative audience.

Furthermore, radio supplies teaching with what it lacks—drama, life, vital-



Willard S. Ford, superintendent, and Normal C. Hayhurst, deputy superintendent, both of Glendale, Calif.



Dale R. Rice, superintendent, Mentor, Ohio; Terry Wickham, superintendent, Hamilton, Ohio; O. J. Korb, superintendent, East Cleveland, Ohio; R. O. Hibschan, director, Andrews School for Girls, Willoughby, Ohio





Dorothy Oldendorf, assistant superintendent, and Supt. (and Mrs.) Millard Bell of Wilmette, Ill.



N. R. Kelley, superintendent-elect, Newark, N. Y.; E. R. Woelfel, retiring superintendent, Newark, N. Y.; Stuart Openlander, superintendent, Holt, Mich.

ity. It constitutes a force which, when properly directed, implements and enriches education. Contrary to the contention that radio detracts from interest in reading, Mr. Goslin believes that radio encourages reading and that reading aids and abets radio.

The implementation of radio to the school program involves certain problems which were presented by John S. Herron, superintendent of schools, Newark, N. J.

As they apply to the in-service training of teachers, these special services are: (1) the establishment of committees for radio and curriculum, (2) college courses for teachers in radio technic, (3) program planning, (4) script writing, (5) conditioning both teaching staff and students for radio work, (6) gathering of radio workshop materials and aids to script writers, (7) planning for counseling service for teachers and (8) the start in development of reference and circulating files on radio and so on.

#### Audio-Visual Aids Important

Audio-visual materials awaken interest, research has revealed, according to W. A. Wittich, director of the bureau of visual instruction, University of Wisconsin.

"Furthermore," he continued, "audio-visual materials are powerful prods and can bring about controlled changes in attitude. They can be the cause of amazing upward spurts in reading comprehension; they encourage participation in discussion and the exchange of ideas; they can accomplish greater than traditional gains in vocabulary and knowledge, and, finally, they lead to the acquisition of factual understanding and the retention of facts."

Mr. Wittich explained that the superiority of these materials over the traditional technics does not imply replacing the old with the new but rather properly choosing materials that

prove their ability to bring supplementing information into the classroom environment, which is above and

beyond the ability of existing traditional teaching materials to make a given subject area meaningful."

## SECONDARY EDUCATION

Prof. Hamden L. Forkner of Teachers College, Columbia University, holds that all work activities of the learner should become a part of his educational program, whether they are home duties, jobs before or after school, summer jobs, jobs the school provides within the school itself or jobs the school obtains for the learner as a part of his school day. Reports from each of the persons for whom the learner works should be a part of the school record and credit should be given for those that are resulting in better skills and attitudes.

Said Dr. Forkner to an afternoon discussion group: "One of the commonest characteristics of our system is that the great majority of people work for a living and yet the concept of most young Americans is that work is distasteful. Has the school contributed to this? Can the school do anything about it?"

Principal Howard L. Johnson of Emily Griffith Opportunity School, Denver, described that city's short unit training course in seasonal occupations. The income derived from seasonal employment has made it possible for many youths to continue in school.

#### Seasonal Work Provided

The boys and girls so trained do retail sales work at Christmas and Easter, postal clerking and railway express work during the holidays, resort food handling during the summer, tourist service, map making, truck farming, berry farming, packing, alfalfa haying, food conservation, soil testing, poultry processing and the like.

Similar short unit courses are being given to adults in the community; they, however, are not interested in seasonal jobs.

The comprehensive work-experience program at Oklahoma City, Okla., was outlined by Supt. Herbert B. Bruner. The schools are determining and filling pupil and community needs by: (1) introducing broadening and finding courses in the 7th, 8th and 9th grades; (2) conducting unified study groups; (3) expanding the work already started in diversified occupations, distributive education and vocational agriculture.

Outside the school a cooperative procedure is going on in which city, county and school-board officials as well as other groups are doing city-wide and neighborhood planning. The initial steps in this program were taken by a group of citizens representing practically every interest, profession and vocation in the community.

#### How Schools Can Assist

Prof. Harold Alberty of Ohio State University told the discussion group that general education should assume the following responsibilities to vocational education: (1) help the pupil discover and explore his capacities and interests, including those that have direct vocational implications; (2) provide opportunities for understanding the way the work of the world is carried on and for an appreciation of the contributions of the major vocations to human welfare; (3) provide guidance to the individual in selecting a vocation.

Prof. G. Derwood Baker of New



Walden S. Cofran, superintendent, and E. L. Osborn, high school principal, both of Batavia, N. Y.



Earl L. Wood, superintendent, Alexandria, Ind., and F. Stanton Galey, superintendent, Fairmont, Ind.



Jerry J. Vineyard, superintendent, Nevada, Mo., and Leonard T. Rollins, superintendent, Butler, Mo.

York University believes: "Secondary schools will not adequately prepare young people for citizenship until they revise the traditional subject organization of the school."

However, regardless of the curricular organization of the school, provision must be made for meeting the following requirements, Dr. Baker holds: (1) personal and social development of boys and girls; (2) development and testing of the values which boys and girls accept and live by; (3) more consideration of controversial issues; (4) more opportunity for active participation in civic activities outside the school; (5) more opportunity for pupils to participate in planning and administering the school program and activities; (6) much more attention to adult education at the secondary level, such as preparation for problems of family life, child care, consumer education and home planning; (7) much greater em-

phasis on the arts and drama in school and community life.

"Ideally, all young persons should have work experience before full time employment," contends Supt. Paul B. Jacobson of Davenport, Iowa.

"More counselors and coordinators are needed to make a full scale program of work experience effective. Credit for work experience is justified but it should not be more than one sixth of the amount required for graduation. It is the community's responsibility to furnish the jobs and the school's to coordinate them. Unless advisory committees are established, it is unlikely that enough jobs will be found to fill the needs of pupils requiring work experience."

In Dr. Jacobson's opinion, work experience makes the schools more nearly answer the needs of young people but it also makes the schools more difficult to administer.

cost of meeting higher education's needs must be borne by the state and the institutions.

A representative of the Philadelphia office of V.A. predicted that approximately 3,000,000 veterans would enroll in colleges during the nine years in which the G. I. bill is in effect.

Three excellent reasons why the public school should extend its program beyond the normal limits of the four year high school were listed by Supt. Fred W. Hosler of Allentown, Pa., before an afternoon discussion group.

1. If the high school tries to develop a pupil to a state of occupational competency by the end of the 12th grade, the pupil is forced to make an occupational choice at the age of 14 or 15. This is too young.

2. Boys and girls who embark on a vocational training program do not get enough general education by the end of the 12th grade.

3. If we are to make our youths employable they need a technical type of program. They are too immature for this training when they complete their education in 12 grades.

A fourth reason for providing a local 13th and 14th year program is to give general cultural training to those who won't have the opportunity to go to college, provided, that is, that there are no colleges near by.

## POST-SECONDARY EDUCATION

Colleges and universities are now in the midst of a struggle between the revolutionary changes resulting from doubling their enrollment within one calendar year and the force of traditional policies and organization of higher education, according to Francis J. Brown, staff associate of the American Council on Education.

These revolutionary changes, Dr. Brown pointed out, include the evaluation of military experience by examinations, confused development, especially on the junior college level, the lowering of requirements for college teaching and changes in financial support.

One of the most serious problems, Dr. Brown declared, is the increasing sense of competition on the junior college level. The type of institution developing includes the extension of public high schools, state supported junior colleges, resident extension centers of large universities and private

schools operating on the junior college level, including both profit and non-profit institutions.

A constructive appraisal of present changes involves statewide planning participated in by all institutions of higher education, adequate supervision of inexperienced faculty members and the development of state and local support for colleges and universities.

Dr. Ernest V. Hollis, chief of the veterans' educational facilities program of the U. S. Office of Education, described the ways through which the federal agencies had made available physical facilities and other services valued at \$1,000,000,000. Another \$1,000,000,000 worth of capital facilities may be contributed before the educational emergency has passed, he declared. In addition, Uncle Sam is paying colleges \$75,000,000 annually toward operating expenses. Regardless of the amount of federal aid, the major

### Size a Factor to Consider

Portal-to-portal time is being lost on many college campuses because of the unwieldy size of present institutions.

This warning against "elephantism" was given by Dr. John Dale Russell, director of the Division of Higher Education, U. S. Office of Education, before a large group meeting to discuss: "After High School What, in View of Overcrowded Colleges and Universities?"

Dr. Russell stated that more than half—57 per cent—of all veterans taking education and training beyond high school are enrolled in 131 "name" colleges and universities. The present



emergency can be met only by the establishment of junior colleges and technical institutions in the local community, leaving colleges and universities free to provide upper level and graduate courses.

Present high building costs may prove to be an advantage, Dr. Russell declared, in that they will force institutions to build structures which can be replaced to meet the changing physical demands of higher education.

According to Dr. Thomas C. Holy of Ohio State University, population figures show three trends: (1) a declining birth rate; (2) a gradual reduction in the percentage of population of school age; (3) a sharp increase in the percentage of adults 65 years or older.

These trends, Dr. Holy asserts, have importance in school planning and are warning signs against overbuilding. The rise in the birth rate during the last five years, while important, does not promise to be permanent. The raising of the general level of education may be accompanied by a drop in the national birth rate.

## BOARDS OF EDUCATION

Forty-seven other states can be happy that they aren't in the same financial pickle as is Nebraska in regard to state aid for schools.

Supt. Harry A. Burke of Omaha told the school board discussion group the whole deplorable history that lies behind Omaha's plight which means that the schools must close for the year on April 1 unless relief comes from the legislature. In fact, there has been a two week curtailment of the Omaha school program for twelve years.

It is too long and sad a tale to go into thoroughly here. Nebraska's tax structure hasn't been changed since 1869. A tax on real and personal property supports the local government. Citizens don't pay their personal property taxes. Although Nebraska now has the highest income in its history, the income devoted to education steadily decreases.

Taxpayers' leagues, subsidized in part by out-of-state corporations and state business interests, venerate the idea of local financing of education to the extent that many school districts would not even take W.P.A. or P.W.A. funds.

How Omaha is trying to get out of its "appalling educational deterioration" through a "moral rearmament plan" was told by the superintendent. The board of education, the P.T.A., the organized profession and a citizens' committee are out for a bigger school



Philip J. Hickey, superintendent, St. Louis, Mo., and Paul G. Wert, supervising principal, New Vernon, N. J.

budget and a 50 per cent increase of school taxes in Omaha. It will take legislative action to place Omaha on the same millage basis as other cities in the state.

Supt. Willard Spalding of Portland, Ore., also told the discussion group that state aid is absolutely necessary to finance and equalize educational opportunity.

"State aid need not involve bureaucratic interference with local administration," Dr. Spalding stated. "It hasn't in my state and probably will not in others."

In Massachusetts the state function of the local school boards is being threatened by groups that would place education completely under local control, Supt. Laurence G. Nourse of Norton, Mass., asserted. In many communities complete local control means no educational progress and political pressure on the school board by local officials.

"The victory for broad educational standards and the principle that education is a state function set up by early colonists in 1647 and strengthened and enlarged by Horace Mann in 1847 must be rewon by the schoolmen of 1947," Mr. Nourse declared.

## A Lesson From Industry

Mrs. Eugene Meyer of the *Washington Post*, in discussing teacher strikes before one of the general sessions, had this warning to give to school boards:

"The cards were stacked against the workers in industry until powerful labor unions fought it out with management. Are boards of education going to show the same reactionary spirit when the fate of this country's future citizens is involved? Are they going to hide behind the need for economy when the nation's whole future is at stake? Are they going to force more and more teachers' strikes?

"American management lost its unique position of leadership in industry because it failed to meet its responsibility toward labor. If boards of education fail to meet the needs of the schools on a state and local basis, they are simply inviting federal domination."

## SPIRITUAL VALUES

All roads lead to Rome. What started out to be a discussion group topic on spiritual values led, perhaps inevitably, to a debate on public support of parochial education.

Monsignor Frederick G. Hochwalt of the National Catholic Welfare Conference, declaring that secularism is the basis of American educational philosophy, asserted:

"Religion and spiritual values are too important for human welfare to be treated as a mere accessory to life and living. Either religion is the most important thing in life or it is nothing. Even as a part time arrangement for teaching, it can never amount to more than a poor palliative. Everything about us belongs to God. Compromise with this principle is false intellectually, and dangerously wrong morally."

## Two Identities Confounded

"There are in our country today educators and leaders who fear the force of religious differences because they say these differences are divisive and destructive of that unity so necessary to American life. They approach the question of the religious school in the same vein. I wonder why identity of religious thought and identity of education are confounded with the essence of democratic living."

"I believe that there is always room for differences in a democracy and that the very concept of democracy, by right and in fact, is predicated on the existence of those differences. Proponents of a single system of state schools sound suspiciously like the echoing voices of statism that have so recently been silenced in certain areas of the world. Our job in democratic living is to live together harmoniously despite differences of creed and training."

Prof. John L. Childs of Teachers College, Columbia University, carried the other banner. Said he:

"The leaders of certain religious bodies do not share this faith in the competence of the common man to develop his own guiding beliefs and standards. They have, therefore, requested the permission to organize a special system of parochial schools in which supernatural conceptions will pervade the day-by-day experiencing and learning of the young."





Leonard A. Steger, superintendent, Webster Groves, Mo.; C. A. Cryer, superintendent, Borger, Tex.; Jule Brown, superintendent, Salamanca, N. Y.



Benjamin C. Willis, superintendent, and Philip Rauth, president of the board, both of Hagerstown, Md.



C. W. Martin, superintendent, Streator, Ill., and Frank K. Platt, superintendent, Peru, Ill.

"Today this burden of maintaining a second system of parochial schools grows heavier. As a result, we are met with an ever more insistent demand that public funds be given to these parochial schools. Indeed, as one who has been intimately associated with labor and political movements of our country, I can report that many are now convinced that we shall never get a federal aid bill passed unless it provides that the funds appropriated by the government be made available to these private religious schools as well as to public schools.

"We need the cooperation of all men of good will if our country is to measure up to the possibilities and demands of this time of profound transition. One may hope, therefore, that Ameri-

can Catholics may sense the problems their present educational policies are creating and that they will move to re-examine and to revise their position."

Both speakers opened their addresses with comments on spiritual values.

## EXHIBITS

It was a bright, newly painted, modernly staged and thoroughly interesting show that the manufacturers presented members and guests of the American Association of School Administrators, evidence of the fact that school equipment is getting back into its stride.

Questions concerning deliveries were no longer dismissed with a condescending smile as though the interrogators should know better. They were answered promptly and in terms of days or the near future at least. Production is returning to normal, slowly in some instances, but surely in all lines. Listening to the conversations that took place between the school people and exhibitors' representatives revived memories of days gone by. The industry is taking up where it left off four years ago.

"But where are all the new gadgets we heard about during that seemingly never ending period of so-called 'post-war planning'? I thought when it was all over we would be living in a new world."

### Promise of Things to Come

To those who stubbornly refused to believe the truth, that after the last gun had been fired we would, for the most part, pick up where we left off, there were revealing signs of promise. This year manufacturers are renewing friends and reinforcing the foundations of public esteem on which they have built their good names. Behind the scenes they are experimenting, testing. Postwar planning will reveal itself gradually as time goes on. And it will be the better for so doing.

Numerous indications of what we are to see in the future were disclosed in many exhibits. Fire hazards are much in mind, as they should be. This was evidenced, for example, in the showing of fire resistant treated, sound-insulating material. The trend toward lighter finished classroom furniture which started before the war is more marked than ever. Various methods of transcribing sounds as a modern implement in language instruction and overcoming speech defects have been perfected and are now available.

It seemed like old times indeed to note, interspersed among audio-visual aids, textbooks and laboratory equipment, the school bus. This year even

the airplane was represented with the showing of a full sized demonstration device that simulates the flight and control characteristics of an airplane. Equipment that formerly was used in the instruction of military and air line pilots is now available to make young America air minded.

Streamlining as applied to school equipment was manifest everywhere but nowhere with greater effect than in the integration of ventilating equipment with roomy shelves and cabinets along the windows.

Playground equipment and physical education is another field which shows new interpretations. The trampoline, which formerly brought a wistful glow to the eyes of youngsters at the circus or wherever acrobats held forth, has now been adapted to the school gymnasium. It takes the form of a "bed" of heavy duty, double filled white canvas clearly marked with sight lines to assist the performer to maintain balance. And it can be folded easily into one compact unit.

Aluminum, the various new applications of which we read about so much today, was shown in use as a frame for easel boards, remarkably easy and light to adjust and treated to prevent oxidizing.

### Nutrition Emphasized

Nutrition as part of the school program was also emphasized. One large exhibit was devoted to appetizing displays of various foods, palatable to youngsters as well as to educators.

Every exhibit had something to show of interest, and every visitor showed plenty of interest. The interval of the war years is now passed. Old friendships have been renewed; new friendships have been formed. With production gradually getting back to normal, it is time to watch out for those developments born of postwar planning. They won't be long in coming now.

## TEXTBOOKS

For practical purposes the field of teaching aids can be narrowed down to textbooks, achievement tests, workbooks and audio-visual aids. Supt. Frank E. Allen of South Bend, Ind., made this statement in a paper read by Supt. Paul Boston of LaPorte, Ind. "Because of the vast wealth of material," Mr. Allen said, "some system of evaluation and selection must be devised."

Audio-visual aids in education are highly important, according to Mr. Allen. "Our challenge," he said, "is to see that this type of program is organized and administered effectively.

If we succeed in doing that, audio-visual education will pay big dividends. If we fail, it will fail."

That the textbook usually determines the success or failure of any educational method was the thought expressed by Supt. Frank A. Jensen of La Salle-Peru Township High School and Junior College, La Salle, Ill.

Speaking on the problem of selecting textbooks, Mr. Jensen said: "No scheme, device or plan of teaching anything has ever spread its efficiency very far until it was put into a textbook and made available for everyone who chose to use it."

The trend, as Mr. Jensen sees it, seems to be the setting up of objectives

of the curriculum and then selecting the textbooks that will fit such objectives. "Many schools," he stated, "send these objectives to the publisher who has textbooks to present for his use in preparing materials."

The La Salle-Peru superintendent recommended the setting up of curriculum objectives as standards for selecting these tools just as minimum standards have been set up for the selection of teachers. This should be done "keeping in mind that the exchange price of new for old books, the number of sample copies distributed or desk copies procured should not be considered in the selection of these tools."

## ELEMENTARY EDUCATION

That the difference between a planned and an unplanned curriculum is a difference in degree and in point of approach rather than an "either-or" difference was made clear as a result of the panel discussion on the elementary school curriculum. Speakers were Prof. Harold C. Hand of Illinois and Virgil E. Herrick of Chicago.

Careful planning is essential in the development of any curriculum, whether it is planned in advance by experts in administration and by textbook writers or planned as it develops by children, teachers, staff and community. Child experience must likewise be an integral part of the learning process.

"We might as well admit that the underlying basis for grouping children is to save money," Supt. Fred B. Painter of Gloversville, N. Y., declared. Recent plans of school organization are simple but they place great responsibility on the ability and judgment of the teacher.

The administrator, Mr. Painter said, is being used to determine whether individual differences are receiving helpful attention. Mr. Painter has set up 10 criteria that place emphasis on the flexibility of grouping plans. They are as follows:

1. Are pupils placed in groups on the basis of a careful study of the more important personality factors?

2. Are there at least four checks per year to determine whether or not the placement of each individual pupil is the best that can be made? Do groups tend to remain static?

3. Does the plan provide for shifting a pupil from one group to another at any time during the school year?

4. If pupils are sectioned in homogeneous class groups, is provision made for differences among individuals within the group?

5. Is the personal adjustment of each pupil given precedence over subject matter achievement?

6. Are the more capable pupils challenged to exert a reasonable effort?

7. Are the less capable pupils discouraged? Are they doing their assignments with a reasonable degree of competence?

8. Are achievement tests, aptitude tests and other devices used for studying individual pupils given at the beginning of the year?

9. Are groupings established for one subject maintained for other subjects as well?

10. Is the assignment to slow groups, or threat of such assignment, ever used as a punishment?

As to the future of adult education, Dr. Dan H. Cooper of the University of Chicago, generalizes as follows:

1. We can expect dramatic increases in the amount of formal education for adults.

2. We need not expect excessive centralization or uniformity in adult programs in the nation. However, we must guard against any such tendency which might lend itself to mass indoctrination and regimentation.

3. There will be a decided increase in voluntary cooperative effort among adult education agencies.

4. We can expect a steady improvement in the quality of adult programs.

Prof. Wilbur C. Hallenbeck of Columbia urged organized adult adjustment services in all communities and education of adults for democratic citizenship. A new kind of community organization is needed for citizen participation.

L. B. Sharp of National Camp, Life Camps, Inc., told the schoolmen that what should best be learned by direct experience outside the classroom should be learned in camp.

This would mean that a large amount of learning and teaching would be done in the outdoors and in camps operated by the schools and the teachers' colleges.



J. E. Anderson, superintendent, Mantato, Minn., and Sam T. Neveln, superintendent, Austin, Minn.



J. O. Cullison, superintendent, Larned, Kan., and E. R. Sheldon, superintendent, Great Bend, Kan.

## ADULT EDUCATION, RECREATION

What are the tasks ahead for adult education?

Roben J. Maaske, president of Eastern Oregon College of Education, enumerates five: (1) retraining war workers for peacetime industry; (2) educating adults for social and technological changes; (3) teaching wholesome creative and recreational diver-

sions; (4) adjusting and counseling war veterans, and especially (5) educating adults for world understanding and tolerance.

In the smaller cities and communities adult education is in its infancy; both schools and colleges must expand their programs there, Dr. Maaske urges.



## MISCELLANEOUS

Working with the new president, Herold C. Hunt of Kansas City, will be the retiring president, Henry H. Hill of Peabody College as first vice president, and Alfred D. Simpson of Harvard as second vice president. Newly named to the executive committee is Paul Loser, superintendent of schools at Trenton, N. J.

Although San Francisco has made a bid for next year's convention, it seems unlikely that the A.A.S.A. will go there since the meeting hall, because of previous commitments of that city's facilities, would have to be in Oakland.

The final decision has not been made but it is reasonably certain that Feb. 22, 1948, will find the schoolmen again in Atlantic City. The weather won't be any worse one week earlier than it was at this year's convention and there is tradition behind the Washington's Birthday gathering.

Most popular among the general session speakers with the rank and file were Dr. Alexander J. Stoddard, Ethel J. Alpenfels and Senator Taft. Miss Alpenfels is staff anthropologist for the Bureau for Intercultural Education and her smooth delivery, charm and pertinent anecdotes won her audience completely.

Among the best liked of her stories was the one about the Italian boy who mentioned to the guidance teacher something about "the girls and their pregnancies."

"Where did you hear about pregnancies?" the teacher asked.

"At my mother's knee and other joints," he replied.

Two speakers from outside the field contributed an idea each, namely, John Kieran of "Information Please" and Fred Waring, band leader.

Kieran said that if schools would do away with gate receipts they could do away with the problems of paid players and betting on games. Waring pled for extended music education.

### Platform Adopted

For the first-time in its history the association adopted a platform designed to serve as a credo for American education. The schoolmen pledged themselves to help build a society "in which respect for the individual is recognized as the basis for all human rights."

Twenty-six resolutions were adopted, among the important were resolutions dealing with federal aid, teachers' salaries and teachers' strikes.

On the strike situation, the resolution reads: "We disapprove the use of the strike as a means of securing the rights of professional workers. This type of conduct will react ultimately to



Carl A. Zimmerman, superintendent, Logansport, Ind., and M. C. Lefler, superintendent, Lincoln, Neb.



Solmer H. Berg, superintendent, Rockford, Ill.

the detriment of teaching as a profession. All efforts for improvement, to retain community support, must be on a professional level through representatives democratically selected with recognition that the educational interests of the pupils are paramount."

On federal aid, the convention called for a doubling of the amount of money now spent for schools, the expense being shared by local, state and federal governments. The resolution asked for federal aid without federal control, aid which would be channeled through the U. S. Office of Education and the state departments of public instruction.

A basic minimum salary of \$2400 was proposed with a maximum of \$5000 or more. For school construction \$10,000,000 will be needed during the coming decade; a resolution asked that Congress provide money for school buildings. It was further urged that restrictions hampering the development of schoolhouse construction be removed.

### Educational Press Meets

One of the organizations meeting at the time of the A.A.S.A. convention was the Educational Press of America, a new feature of its meeting being the holding of press conferences on U.N.E.S.C.O., teacher strikes and other questions.

Arthur H. Rice, editor of the *Michigan Educational Journal*, was named president of the group, succeeding Bernice Gestie.

## Associated Exhibitors Award

Before an audience estimated at some 8000 persons, the Associated Exhibitors presented their annual award to James Bryant Conant, president of Harvard University.

The wording on the illuminated manuscript which was presented to him began as follows: "To James Bryant Conant, scientist beyond the bounds of a single science, educator whose concern is for all education, ardent and thoughtful worker for a free and classless democracy, a leader among the nation's wartime defenders, is presented the American Education Award." The award has been made annually since 1928 by the Associated Exhibitors of the N.E.A.

R. E. Stewart of the Underwood Corporation was elected president of the Associated Exhibitors; Bert Cholet of the Higgins Ink Company was chosen vice president, and Paul L. Crabtree was reelected secretary-treasurer. The new directors are Harry Erickson of the Radio Corporation of America and T. E. McLaren of the G. & C. Merriam Company.

## Schoolmasters' Rotary Club

At this first national convention of the American Association of School Administrators to be held since the close of the war, 800 members of the Schoolmasters' Rotary Club met at Atlantic City to hear their president, Dr. Eugene B. Elliott, state superintendent of schools in Michigan, present the president of Rotary International, Richard C. Hedke, as speaker.

Willard E. Goslin, superintendent of schools in Minneapolis, was elected the new president and C. W. Bemmer, superintendent at Muskegon, Mich., was reelected secretary-treasurer.

## Secondary-School Principals Elect

At the final session of the National Association of Secondary-School Principals, the following officers were elected for 1947-48: president, Galen Jones, director of the Division of Secondary Education, Office of Education; first vice president, Clarence E. Blume, principal, Central High School, Minneapolis; second vice president, W. E. Buckey, principal of Fairmont High School, Fairmont, W. Va.; new members of the executive committee: Joseph B. Chaplin, principal of Senior High School, Bangor, Maine, and E. W. Montgomery, superintendent of high schools and president of the junior college, Phoenix, Ariz.

Resolutions adopted covered adequate salaries for classroom teachers and individual aid to the educational reconstruction of war torn countries on the European continent.



# New School Program in Florida

**H**OW is education related to Florida's future? This is the question raised and answered in about 100 words on the first illustrated page of the summary of the report, "Education and Florida's Future," just published by the Florida Citizens Committee on Education.

This committee is made up of 15 prominent lay citizens. It was appointed a little more than two years ago by the outgoing governor, Spessard L. Holland, now a U. S. senator, with the cooperation of the incoming and present governor, Millard F. Caldwell.

After its appointment the citizens committee made a series of preliminary studies during the winter of 1944-45 and, as a result, presented a number of important recommendations to the 1945 legislature. The major recommendations included in this preliminary report entitled "Some Problems and Needs of the Schools of Florida" were approved by the legislature which, by resolution, requested the citizens committee to expand its studies to include higher education during the next biennium.

The plan developed by the committee for carrying out its comprehensive studies during the last two years was designed to assure maximum participation on the part of Florida citizens and at the same time to provide for consultative services from leading out-of-state authorities. For the public school phases of the study a series of study and advisory committees was appointed, each to be responsible for some major phase of the project. Each of these study and advisory committees comprised a cross section of lay and educational leaders, including teachers, principals, superintendents, board members and trustees. These committees and consultants completed their preliminary studies early last fall.

The preliminary recommendations and conclusions were presented to the citizens committee in November and were studied intensively by all

## EDGAR L. MORPHET

Executive Secretary, Florida Citizens  
Committee on Education

groups concerned during the ensuing few weeks. The objective of the committee was to prepare practical recommendations on which, insofar as possible, all groups were agreed and which would result in needed improvement in the program of public education for Florida.

The significance of this study cannot be gauged by the recommendations alone. The procedures which were used in organizing and carrying out the study were designed to assure a maximum of growth and implementation.

Some of the major recommendations are summarized as follows:

1. The tendency toward closing the gap between the opportunities which have been provided in urban and rural schools, elementary and high schools and white and Negro schools should be accelerated.

2. School districts, county and local school organization and administration and methods of financing schools should be modified so as to conform to the needs of the civilization which has changed rapidly during recent years.

3. The schools and colleges of Florida should definitely and consciously embark on a program which is designed to improve the ability of the citizens to understand and utilize wisely the resources of the state and thereby to improve their level of living.

4. The next session of the legislature should enact laws providing for a comprehensive minimum foundation program of education for every county.

*The cost* should be determined for each county by finding the amount required for (1) teachers' salaries, using \$2500 as the average for college graduates, (2) transportation, using \$1100 per unit, (3) other current expense, using approximately

\$400 per unit and (4) capital outlay, using \$400 per unit.

*The funds available* in each county should be determined by finding the amount available from a 7 mill levy based upon taxpaying ability.

*The funds needed* for each county to provide the foundation program would be the difference between the funds available and the cost.

5. All principals and several special members of the instructional personnel should be paid and serve on a year round basis. All teachers should be expected to serve on a ten months' basis.

6. Vocational education should be included as a part of the minimum foundation program. Thus state and local funds needed for vocational education will be available through the foundation program apportionment and the necessity for reimbursement for this phase of the program will no longer be necessary.

7. Provision should be made for including kindergartens and junior colleges at properly located centers in the foundation program.

8. The county board of education should be established as a constitutional, policy determining, non-salaried body comprised of from five to seven members.

9. The county superintendent of education should be appointed by the reorganized county board of education and should serve as the executive official responsible for administering the school program under the controlling policies and rules of the county board.

10. The constitution should be amended to provide for the abolition of special tax school districts.

11. The legislature should provide for the election by each school community of advisory local trustees.

12. A new state board of education with nine nonsalaried lay citizens as members should be constituted to exercise the duties and responsibilities now vested in various state boards.

13. The reorganized state board

of education should be authorized to appoint a state commissioner of education who should serve as its executive officer.

14. The reorganized state board of education should also be author-

ized to appoint on the recommendation of the commissioner (1) a state superintendent of public instruction to serve as the executive in immediate charge of the public school phase of the program and (2) a

chancellor of higher education to serve as the executive in immediate charge of higher education.

15. Florida should create and establish a coeducational state university system.

# Is the New England Way Outmoded?

CLARENCE A. NEWELL

Associate Professor of Education, University of Maryland

EDUCATIONAL affairs in New England were originally attended to by the people assembled in town meeting. Later, special committees were appointed to handle these affairs in conjunction with the board of selectmen, comprised of the most important executive officers of the town. These special committees evolved into the independent school committee, the prototype of the modern board of education.

The New England town is our first example of local democratic government. For more than 300 years it has been a basic governmental unit and is thus rooted in tradition.

The New England town, unlike the typical middlewestern township, usually constitutes the school district and, in addition, exercises many functions which in other parts of the nation are the responsibilities of cities and counties. In area, the town averages about 47 square miles. It comprises both urban and rural territory.

The town of Wethersfield, Conn., which was organized in 1634 and claims to be the oldest of all towns in the state and one of the oldest in New England, illustrates the typical New England town organization.

Numerous agencies and officials are elected by the people to carry on the functions of local government. In a few instances the state plays an important rôle in selecting the various officials.

There is also a great range in salaries paid. The dog warden is paid on a production basis—\$2 per dog killed—a type of salary provision which for many years has been common in New England towns. Payment to other town officers varies from no salary at all to a stipulated annual salary, a specified fee or a per

diem rate. Length of term also varies greatly from one official to another. Some of the officials appointed by the board of selectmen enjoy an "indefinite" term. Others are selected by the town for a specified number of years. Overlapping terms are provided for members on all boards.

The governing body of the town consists of the qualified voters assembled in town meeting. The voters, meeting together, appropriate funds and enact legislation on various town affairs. The town meeting is thus a form of pure democracy.

The board of selectmen occupies a dominant position in the town organization. It carries out the instructions of the town meeting and directs the spending of all appropriations except those for schools. The board of finance reviews all budgetary proposals.

The board of education is authorized by law to maintain "good public elementary and secondary schools and such other educational activities as . . . will best serve the interests of the town." The board of education has the power to direct the expenditure of all funds appropriated for education but does not have the power to appropriate funds.

Numerous objections have been raised against the present town organization in New England. Although the town fathered the modern board of education, it is now accused of being an obstacle to educational progress. Its critics maintain that the town should be replaced by a more effective administrative unit.

Many students of educational administration believe that the board of education should be allowed to appropriate funds for the support of public education. They object to the

review and possible reduction of the school budget by the board of finance and the town meeting.

Many students of public administration believe that local departments which exercise similar functions should be combined under a single management. They argue that it is impossible for the average citizen to vote intelligently when so many different officials are to be elected.

There is a loud clamor from students in both public and educational administration for a combination of towns into larger governmental units.

Whatever the merit of these proposals, town government in New England will doubtless continue to evolve during the years ahead. Just as the history of each town is now reflected in its governmental organization, so future events and personalities will influence the way that local government is organized.

As the merits of suggested changes are weighed, it is well to emphasize that town government in the past has been a school for democracy. Through the exercise of local government in each community, the people have acquired a deep and abiding faith in the American way of life.

Any proposed modification in the New England town must stand a critical test. It should encourage interest and responsibility in local government. It should provide firsthand experience in group planning. It should give every person the opportunity to influence community action.

Local government should be organized in such way that it will continue to serve as a school for democracy. For as the people in each community become more competent in local self government, democracy is strengthened in the nation.

# Current Decisions on School Law

M. M. CHAMBERS

American Council on Education

## Florida's District Reorganization

**Ruling:** A statute authorizes Florida county boards of public instruction to project a redistricting of the county, by extension of selected existing districts, in such manner that each district will have one or more high school centers with at least 100 pupils in grades 10 to 12, inclusive; to hold elections in the proposed new districts and, if approved at such elections, to proceed with their establishment. This is in accord with the constitutional provision that "the legislature may provide for the division of any county or counties into convenient school districts." *Wear v. Faulkner et al.*, (Fla.), 27 So. 2d 745 (1946).

**Case:** The Polk County board prepared a plan for 10 school districts to replace the existing 37 special tax school districts in the county and held elections in each of the 10 proposed districts in November 1945, resulting in approval by the voters in four of the districts and disapproval in six.

The board then proceeded with the establishment of the four new districts but certain trustees of existing districts that stood to lose some of their territory to the new districts obtained an injunction against recognition of the new districts. The injunction decree was reversed by the supreme court, which held that the procedure of the county board of public instruction was fully in accord with the statute and the constitution, and that "No school district has such a permanent right to any particular portion of its territory as to preclude without its consent its being placed in another district when the public welfare justifies such transfer and no binding prohibition is violated."

**Comment:** The case demonstrates that vigorous and well planned ac-

tion by state legislatures and county boards of education can make headway in cleaning up the tangled morass of local jealousies which keeps in existence 10 times too many small school districts. The Florida court is correct in its pronouncement that a local subdivision has no inherent or indefeasible right to perpetuate its own existence as against the larger public convenience. The same general principle is upheld by all American courts.

## 7 Per Cent Debt Limit in Georgia

**Ruling:** A Georgia statute of 1946 "merged all local school districts, except independent school districts, within a county into one school district, thereby substituting such consolidated county school district for the various old local school districts."

This measure made no change whatever in the provision of the constitution of 1877, readopted in the complete revision of 1945, that "the debt of any . . . political division of this state . . . shall never exceed 7 per cent of the assessed value of all the taxable property therein." The county and the county school district are distinct and separate subdivisions. *Nelms v. Stephens County School District*, (Ga), 39 S. E. 2d 651 (1946).

**Case:** The Stephens County board of education proposed a bond issue and had it approved at an election but a taxpayer intervened in the validation proceedings with the obviously untenable argument that the 7 per cent limitation would be exceeded because the combined debt of the county and the county school district would exceed 7 per cent on the same property. The supreme court unanimously rejected this contention.

**Comment:** The concept of the public school district as a corporation

distinct from all other political subdivisions—as an *ad hoc* agency for a unique public purpose—prevails almost universally and merits emphasis. As many instances illustrate, among its practical advantages are a greater degree of flexibility of boundaries to fit public necessities and a wider latitude for local financing of public education than would ordinarily be possible in other types of political subdivisions. Other advantages are too well known to be reiterated.

## Overlapping Districts Create Confusion

**Ruling:** The Los Angeles City Junior College District was created in 1931 and employed 132 teachers in the previously existing junior college under the control of the city high school district, determining their seniority solely by alphabetical listing of their names and without regard to their previous service in the junior college. This procedure was one with which the courts will not interfere. *Smith v. Board of Education of Los Angeles City Junior College District et al.*, (Cal. App.), 173 P. 2d 856 (1946).

**Case:** The plaintiff was a teacher employed continuously since 1924. In 1926 he was certified a permanent teacher and from 1929 to 1931 he taught in the junior college. In 1934 he was certified a permanent teacher of the junior college district but his seniority was relatively low because his name (Smith) stood low in the alphabetical list of teachers whose employment in the new junior college district dated from 1931.

Accordingly, when wartime decreases in enrollment justified dismissal of low seniority teachers, he was dismissed for that reason in 1944. His suit for reinstatement and salary



failed. The high school district and the junior college district are entirely distinct, though coterminous and governed by boards having identical membership; and as to the junior college board's determination of the seniority ranking of its first 132 teachers employed in 1931, "the board was free to adopt any convenient method for determining the order in which they were employed. . . . It is not the function of the courts to exercise supervision over other departments of government in matters of administrative detail."

**Comment:** Obviously, the principle of the tenure act was nullified by creating a new school district to govern the same institution, producing some injustice, as in this case. The law and justice are not always one and the same. This is only one example of many types of confusion and injustice likely to flow from the curious and fortunately not very widespread practice of creating successive "layers" of overlapping school districts to govern schools at different levels in the same territory. It is far afield from the practicable ideal of *one* local school district embracing a complete local public school system at all levels including the public junior college.

### High and Junior Highs in Pittsburgh

**Ruling:** The Pennsylvania statutes define and distinguish "high schools" and "junior high schools" in such manner that the former include six year high schools (often called "junior-senior high schools") and the latter include *only* three year high schools having no grades above the ninth. Thus teachers in six year high schools are entitled to the pay schedule established for "high schools," with a maximum somewhat higher than is specified for "junior high schools," despite the fact that the high school may be officially named and designated a "junior high school." Appeal of School District of Pittsburgh; Appeal of Melvin, 159 Pa. super. 328, 48 A. 2d 108 (1946).

**Case:** The plaintiff was elected "teacher, Allerdice Junior High School, \$1800, from Sept. 1, 1931." Allerdice was in fact a six year high school. The schedule for junior high school teachers provided for \$1800 with six annual increments of \$175 and a maximum of \$2850, while that

for high school teachers provided for \$1800 with eight annual increments of \$175 and a maximum of \$3200.

In 1941, after his teaching had all been above the ninth grade for a few preceding years, the plaintiff informed the board of education that he was a *high school* teacher, entitled to the higher maximum. The board thereupon transferred him to Herron Hill Junior High School, which was actually a junior high school. He contended this was a demotion, unlawful without a hearing under the tenure act. The superintendent of public instruction adopted that view and ordered a hearing.

The Pittsburgh board held the hearing and decided the transfer was not a demotion. The superintendent of public instruction then declared that plaintiff was a *high school* teacher. This was reversed by the trial court but reinstated by the superior court, with one judge dissenting. The majority noted that the decision will cost the Pittsburgh school district \$86,000 a year but remarked that it is a step toward "equal pay for equal services."

**Comment:** The power to transfer teachers is indispensable, but callous use of it for the purpose of dodging or concealing a legitimate issue deserves rebuke. Large city boards of education should remember that misuse of the transfer power has always been a characteristic of bureaucracy at its worst.

### Married Girl and Compulsory Attendance

Marriage of a female under the age of 16 is prohibited in Louisiana but, once performed, it is valid and lawful. Marriage emancipates a minor from parental control. A wife, regardless of her age, is not a "child under the control of" any person; she is, however, under conditions and obligations obviously inconsistent with compulsory school attendance and, therefore, cannot be committed for truancy. *State v. Priest*, (La.), 27 So. 2d 173 (1946).

**Case:** A married girl, aged 15, was committed by the juvenile court of Caddo Parish to the State Industrial School for Girls at Alexandria for "continual truancy." The supreme court annulled the judgment and dismissed the case. "The wife, in the event that there should be a child in the family, could hardly be ex-

pected to attend school during the weeks preceding or following its birth. . . . No reasonable man, particularly one who has been married for many years, would contend that the husband . . . has 'control or charge' of his wife in the manner formerly exercised by the parent or guardian." A wife is not within the purview of the compulsory education law.

**Comment:** Cases decided in Mississippi and Kansas a few years ago were to the effect that a married girl cannot be barred from attending a public school solely because she is married. Thus, a married girl has maximum freedom of choice. She cannot be compelled to attend school nor can she be refused the right of attendance on account of her married state.

### School Bus Station Is "for School Purposes"

**Ruling:** Where the site of a school building was conveyed to the school district in 1909, "as long as used for school purposes," with express provision for reversion to the grantor thereafter, and many years later the district was consolidated with another and the building continued to be used only as a shelter for pupils awaiting bus transportation to the consolidated school, it was still "used for school purposes" and reversion could not occur. *Rose et al. v. Marshall School District No. 17*, (Ark.), 195 S. W. 2d 49 (1946).

**Case:** The school board maintained insurance on the building and kept it in repair by replacing broken windowpanes and officially designated it a school bus station. A nearby resident whose children attended school customarily built a fire in the stove on cold mornings and one of his sons carried a key to the building and kept it open to all pupils who desired to avail themselves of the shelter. Conceding that the original grantor probably never thought of this use, the court readily concluded that the building cannot be considered to have been abandoned for school purposes.

**Comment:** Note this as another example among hundreds demonstrating that necessary and appropriate school purposes a generation from now may be beyond the imagination of anyone at the present moment.

# Chalk Dust

## SPRING CALENDAR

**M**ARCH marches in on the unwary schoolmaster and suddenly it is Spring! The lambs on the hillsides kick up their heels and the kids on the playground do likewise. Patent marble shooters, air rifles, slingshots and all the warlike accouterments of a peace loving people appear in the hands of innocent children to the embarrassment of the keeper of the schools and his confiscating staff. Fledgling skaters wobble feebly on their ball-bearings as they practice for the time they are good enough to hitch onto rear bumpers. It is Spring!

Now, the god Mars marshals all his weapons. One day it freezes and the next it boils. Anxious mammas come forth to gather temperature readings to enrage the janitor. The annual Parent-Teacher "show" rushes to its final denouement and the school executive is unwillingly drafted for the male lead to replace the president's husband who departs hurriedly on a business trip. The executive performance pleases no one.

A Spring Concert is rendered by a hoarsening Glee Club while the Chamber of Commerce entertains the basketball team whose league standing is seven straight defeats. "Next year," says the speaker significantly, "there are going to be some changes made." The board of education begins to look hopefully for a new superintendent and the superintendent begins to look hopefully for a new board. It is Spring!

Whereas February has a few resting places, March has 31 full days and not one holiday, except in Texas. But school superintendencies in Texas are said to be hard to get and just as hard to hold as anywhere else.

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### Moral of the Month

**M**ODERN educators are wont to panel around trying to solve the ever elusive problem: How does a good teacher get that way? Many a formula has been formulated and many a scale scaled in an effort to bring a little mathematical light to the subject.

To all such evaluators, we would prescribe as required reading a quaint little book, published nigh a hundred years ago, wherein the story of Titbottom and his magic spectacles is told.\*

\*Curtis, G. W., Prue and I, Harpers, 1850.

Young Titbottom inherits a pair of magic spectacles through which he can see not the actual person but the hidden forces which make up the personality. Through these glasses he sees his benign old grandfather as a great palm tree waving broadly over a tranquil landscape; the painfully tidy housekeeper becomes a rat's nest of broomsticks, mops and kettles; the petty gambler takes on the aspect of a huge bald headed boar with gross chops and a leering eye.

When the lad first goes to school, he examines his teacher eagerly and the magic spectacles show nought but a smooth round ferule, a rag and a willow stick. Because of his failure to learn, the boy is transferred to another teacher.

He looks through the glasses and behold—a well of cool, deep water. "Peering shyly in the depths," relates Titbottom, "there I saw the stars."

In all of our teacher evaluations, my learned friends, we should plan to include at least 10 points when we find a cool, deep well and an added five credits if, perchance, we catch a glimpse of the stars.

« »

### The Professor Replies

**Dear Sir:** Your inquiry of last December has come to hand. May I assure you of my deep appreciation for the question thus raised. Truly democratic education discovers tremendous stimulation from the lively interest of lay participation, be it ever so nescient. Therefore, your query has great significance and, dare I say, real implications for education.

Speaking quite unofficially, and without attempting to commit or involve my associates, I might point out that some light has been thrown on these matters by a recent scholarly dissertation by Dr. Fuzzlenut, Ph.D., written in 1905, entitled "Cognizant Variables in the Interplay of Unrecognizable Derivatives." Unfortunately, the dissertation is now unobtainable.

I would be less than frank, however, were I to fail to state that Fuzzlenut's findings may not be entirely valid and, when final conclusions are reached, I might have to reverse the position, which I have tentatively, though somewhat boldly, taken. I trust I have made my position in this matter entirely clear.

(Thanks to Walter A. LeBaron, New York)

*Frederick J. W. [Signature]*

# NAMES *in the* NEWS

## Superintendents



Paul R. Jacobson

**Dr. Paul R. Jacobson**, superintendent of schools at Davenport, Iowa, has been appointed dean of the school of education and director of high school teacher training at the University of Oregon. Dr. Jacobson's appointment will become effective July 1, following the retirement in June of **Dr. James R. Jewell**. During the war Dr. Jacobson was civilian director of the U. S. Navy radio training school on the University of Chicago campus. In 1936 he was principal of the University High School and assistant dean of education at the University of Chicago. He went to Davenport in 1944.

**H. W. Good**, supervising principal of the Penn Township schools in Pennsylvania, has resigned to take a similar post in Sewickley Township, in which he was high school principal for ten years.

**V. T. Thayer**, educational director of the Ethical Culture Schools in New York City, has resigned, effective not later than July 1, 1948. Dr. Thayer plans to devote his time to writing and teaching.

Prior to his service as principal of the Ethical Culture High School in 1922, Dr. Thayer had served both as a principal and a superintendent in Wisconsin and as instructor in philosophy and education at the University of Wisconsin. From 1924 to 1928 he was professor of secondary education at Ohio State University, returning to assume the directorship of the Ethical Culture Schools in 1928. He has been active in progressive education and has been a visiting member of the faculty at numerous universities. He is presently a leader of the New York Society for Ethical Culture.

**J. K. Phillips**, superintendent at Volga, Iowa, has resigned to accept a position with the Minneapolis Book Concern. **Wallace Oldfather**, a teacher, will succeed Mr. Phillips.

**O. L. Zahrendt**, superintendent at Olivia, Minn., has resigned so that he

can teach and attend special classes in the school of medicine at the University of Minnesota. **C. N. Hegstrom**, who has been principal of the senior high school, is acting superintendent.

## Principals

**Albert O. Miller** is the new supervising principal of Matamoras High School, Matamoras, N. Y., succeeding **M. W. L. Boop** who resigned to accept a position at Sampson, N. Y.

**Samuel R. Bennett**, vice principal of LeRoy High School at Mount Morris, N. Y., has been made principal.

**Mrs. Margaret G. Haenichen** has been made principal of Lincoln School at Fair Lawn, N. J., succeeding **Ronald Glass** who is going to Paterson.

**Robert E. Patterson**, principal of the Junior High School at Geneva, N. Y., has been appointed principal of Herkimer High School at Herkimer, N. Y., to succeed **Raymond H. Ostrander**.

**Luther B. Adams**, principal of the senior high school at Waverly, N. Y., has announced his resignation to become effective at the close of the current school term. He has been principal at Waverly for twenty-two years.

**Mary A. Sheehan** has been made principal of the Monroe High School in Rochester, N. Y., the appointment becoming effective in September 1947. She is succeeding **William E. Hawley**.

**Herman E. Horn** has been appointed principal of the Carteret High School at Carteret, N. J., succeeding the late **Annie D. Scott** who had been principal for twenty-two years.

**Fred J. Mabrey**, principal of Arnold School, Chicago, for ten years, retired recently at the age of 65. Mr. and Mrs. Mabrey will spend their summers on their farm near Crown Point, Ind., where Mr. Mabrey will devote his time to gardening and historical research; they will winter in Florida.

**Joe Nichols Jr.**, principal of Simonsen Junior High School at Jefferson City, Mo., has been named dean of the Jefferson City Junior College.

**William Herbst**, veteran and former teacher, has been appointed principal of First Ward School, Lambertville, N. J.

**Frank VanSlyke**, principal of Lincoln High School at Cambridge City, Ind.,

has resigned to become principal of a high school near Hammond, Ind.

**Matthew G. Cummings**, an army captain during the war and before that mathematics teacher at Ferris High School, Hoboken, N. J., has been named principal of P. S. No. 8 in that city, succeeding **Maxim Losi** who has been transferred to No. 25. Mr. Losi replaces **Charles A. Sheppard** who is retiring. **Grace M. Kennedy** is the new principal of No. 28 succeeding **Walter Hollenbach** who has been assigned to the office of the superintendent.

**Phoebe Morse**, principal of Sayre School, and **Mrs. Helen Greenwood**, principal of Dante School, both in Chicago, have retired.

## Miscellaneous

**Francis W. Sisson**, who recently resigned as principal of the Martinsville High School, Martinsville, Va., has assumed new duties as high school counselor for the state department of education at the College of William and Mary. His duties consist of visiting high schools in the region served by the college to promote the program of secondary education as developed by the state department and to promote desirable relations between the college and the secondary schools by making suggestions for strengthening the teachers' educational program to the staff of the state department.

**George Tomlinson**, British minister of works, has been named successor to **Ellen Wilkinson**, education minister, who died recently.

## Deaths

**William E. Shaw**, president of Illinois Wesleyan University, died of a heart attack in Chicago, where he had presided at a banquet of the university alumni the evening before. He was 77 years old.

**Albert Austermuhl**, secretary of the board of education at Camden, N. J., and treasurer of the Association of School Business Officials, died recently in his seventieth year after a prolonged illness.

**Seth Todd Perley**, superintendent of schools at Avalon, Pa., for sixteen years, died early in February at the age of 56.



# AUDIO-VISUAL AIDS

## How to Buy Equipment for Visual Aids

**PAUL WENDT, LELAND BAUCK and JAMES F. NICKERSON**

Respectively, Director of Visual Education Service and Senior Audio-Visual Engineer,  
University of Minnesota, and from the University of Kansas College of Education

**P**URCHASE of visual education equipment calls for intelligent appraisal of all factors involved. Some suggestions are submitted herewith.

### TYPES OF PROJECTORS

#### Slide Projector, 3 1/4" by 4"

This projector handles 3 1/4 by 4 inch glass or celluloid slides for projection on a screen under a variety of light conditions.

#### Slide Projector, 2" by 2"

This newer projector handles 2 by 2 inch glass or cardboard mounted slides.

#### Filmstrip Projector

This small compact projector handles a filmstrip from 12 to 48 inches in length, usually containing from 15 to 50 or more pictures in sequence.

#### Opaque Projector

This projector is designed to reflect light from a photograph, print or other object or material by a series of mirrors through a lens to the screen. It takes a very dark room.

#### Microfilm Projector

Present microprojection machines are designed to give a relatively small (18 by 18 inches) reflected projection on a ground glass plate of pages of a book, musical score or pictures from long rolls of 35 mm. film containing a sequence of such prints or pictures. A microprojector similar to a filmstrip projector, equipped to project these large rolls of 35 mm. film on a large screen, would be helpful.

#### Silent Motion Picture Projector

A film being projected is given a rapid intermittent motion as it passes the light in the machine and consequently this motion appears to be continuous on the screen. "Silent speed" is 16 frames a second.

#### Sound Motion Picture Projector

This film has a sound track which makes possible the accompaniment of commentary, natural sounds, sound effects and music. The projector is similar to the silent motion picture projector but has the additional apparatus needed to produce sound from the track on the film. "Sound speed" of photography, sound track recording and projection is 24 frames a second.

#### Combination Projectors

Many projectors combine the features of two or more of the foregoing types either through design or by special attachment. Separate projectors are recommended, in practically all instances, to provide maximum flexibility at about the same cost.

### ANALYSIS OF NEEDS IN 16 MM. PROJECTION

#### Type of Operation Desired

1. Classroom Viewings: If this increasingly popular type of projection is best for your system, special attention must be given to portability of projector; speed of setup and breakdown of equipment; sound quality and room acoustics; picture brilliance and room darkness; emergency repair by the operator; blackout facilities, and the type of screen.

2. Special Visual Aids Room: If this is the immediate answer for your system, special attention can be given to picture quality, high fidelity of sound, silent and sound speeds and other special features; screen type adapted to the specific room, and acoustical treatment of the room. A special visual aids room may serve as a useful substitute until classrooms can be equipped properly.

#### Number of Projectors

1. For Systems or Building Units With One Projector Only: If there is but a single projector, special attention should be given to such features as having both sound and silent speeds in the one projector, dependability, public address and phonograph adaptation and speed of repair and service.

2. For Systems or Building Units With Two or More Projectors: The features previously indicated are not so important with two or more different projectors. Owning two or more types of machines will permit adaptation to any special needs you may have.

#### Operating Personnel

1. Pupil or Teacher Operators: If your system uses pupil or teacher operators, special attention should be given to portability of equipment, simplicity of operation procedure and ease in training pupils and teachers for operation and minor maintenance.

2. Special Operators: With an operator-specialist, simplicity and trainability are of less importance and other salient features for your setup may be stressed. In most situations, teacher or pupil operators will be more satisfactory.

### FEATURES TO CONSIDER IN 16 MM. EQUIPMENT

#### Dependability

1. Good service and repair history for a given make of projector in operation over a period of time.

2. Projector permanently mounted within a rugged carrying case or properly constructed to eliminate operating noise if not in a case.

3. Protection of film against damage by scratching and tearing while projector is in operation.

#### **Portability**

1. Minimum of weight in one or two cases.

2. Small, compact cases for the projector and speaker.

#### **Simplicity of Operation**

1. Speed of Setup and Break-down: Reel arms and belts should be attached or readily attached. In threading, film gate and sprocket shoes should be easy to clean and regulate. The pilot light should be sufficient to aid in threading film in a darkened room. A line indicator or other means to indicate the film path is required, as is a regulator or line indicator showing the correct length of loops in film.

For focus and framing, a simple and stable elevation adjustment for projector case is needed, as are a frame line adjustment and a sensitive but rigid control for lens focus.

All switches and controls should be readily accessible to the operator and easily identified in a darkened room.

2. Ease in Training Pupil or Teacher: An adequate manual of directions is needed. The projector should be simple in design.

#### **Picture Quality and Brilliance**

1. Maximum Brilliance: This permits operation under a wide variety of light conditions. A visual comparison can be made by setting two projectors side by side and projecting on adjacent parts of the same flat white screen. All other conditions must be equal.

2. Uniform field, free from bright spots and shadows.

3. Sharp focus over entire area of picture. (A Society of Motion Picture Engineers picture test reel provides ideal targets for testing.)

4. Steady picture free from jittering. (Any film framed so that the frame line is visible on the screen will help differentiate between jitter resulting from poor photography and that from poor projector work.)

#### **Quality of Sound**

1. Clear, intelligible sound free

from noticeable distortion at normal operating level.

2. Tone control to permit adjustment of tonal balance to the acoustical conditions of different rooms.

3. Good tonal balance between "highs" and "lows" with tone control on normal or high fidelity position.

4. Sufficient amplifier and speaker output to fill without distortion the largest room in which the projector will be used. (There is an SMPE sound test reel available. It includes a buzz track for checking the position of the scanning beam, tones of various frequencies from 50 cycles to 6000 cycles for checking the adjustment of the sound optical system and the range of reproduction, male and female voices for checking intelligibility, piano music for checking clarity of reproduction and freedom from waver, and symphony music for checking range of reproduction and volume handling capacity.)

#### **Maintenance**

1. Use of standardized replacement parts should be easily obtained.

2. Minor replacements should be easily made. Easily accessible projection and exciter lamps, fuses and belts are recommended. Needed, too, is an emergency operation and repair kit containing extra projection lamp, fuses, belts, small tools and oil.

3. Adequate service and checkup facilities for the projector should be available in your territory. Service should be provided "on call." Major repairs should be of reasonable cost and availability, and the manufacturer should have a regular service policy including checkup of equipment at certain intervals to anticipate and prevent interruptions in operation.

#### **Cost**

The cost is essentially the same for all makes of 16 mm. motion picture projectors of good quality. If a sales representative offers equipment at much less than the usual price for such equipment, it is likely that the service rendered thereafter will be meager simply because he has given away part of the money required to pay the cost of adequate service. This service is more important in the long run than a small difference in the initial cost of the projector.

#### **Other Features**

1. Sound and Silent Speed: Older silent films (16 frames a second) can be shown at sound speed (24 frames a second) but the action is speeded up. If silent films are to be shown, both speeds are desirable. If both sound and silent films are to be used regularly, it will be more satisfactory to have a separate projector for each type of film. Few films are being produced today at 16 frames a second so the need for silent speed is gradually disappearing.

2. Reverse and Stop-on-Film: Reverse and stop-on-film facilities on silent projectors will have some value in the editing of school produced films but will be of little value in the projection of motion pictures before class groups. If a motion picture is constructed properly, it should be projected in motion. If still pictures are required, it will be much more economical to acquire filmstrips and appropriate projection equipment.

In the case of sound motion pictures, provisions for stop-on-film and reverse not only are unnecessary but complicate the projector mechanism without serving any good purpose. These features have been eliminated on a number of models of sound projectors and could be eliminated on others.

3. Lens Assortment: Different projection conditions demand lenses of different focal lengths. Investigate your needs for average use and for any special use you may have for the projector and order lenses according to lens tables generally available.

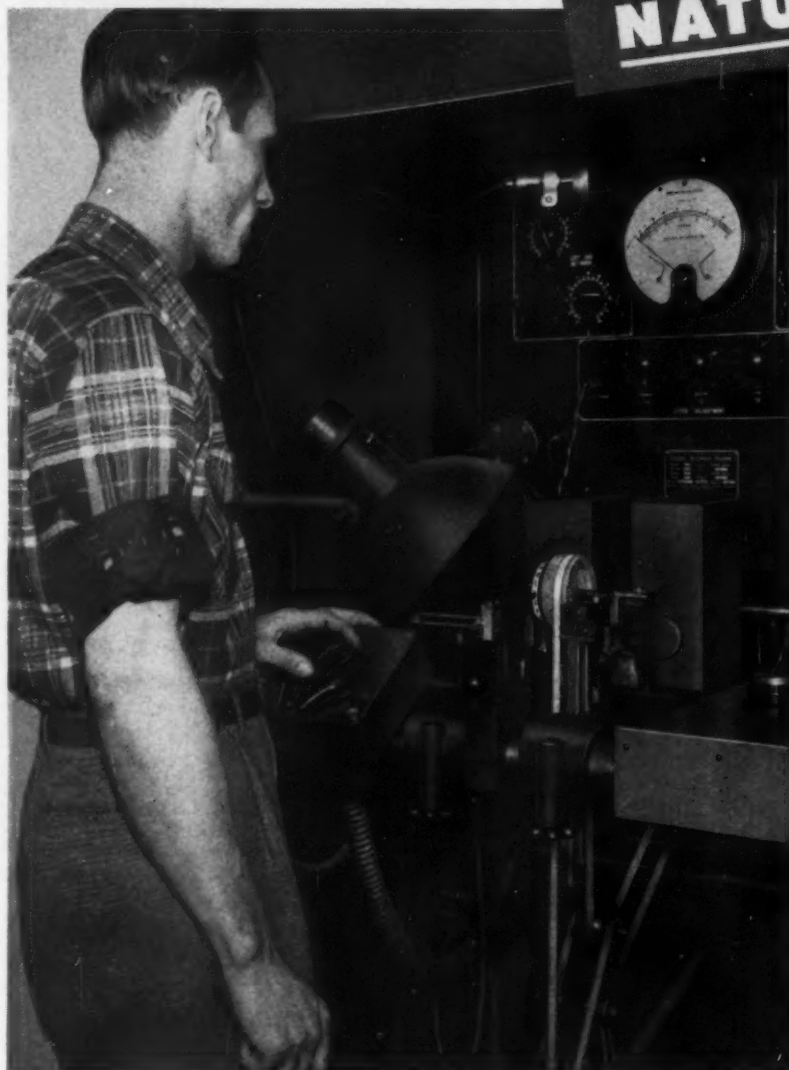
4. Public Address and Phonograph Use: This is sometimes advantageous and the special equipment—microphone and phonograph pickup—must be matched to the amplifier.

#### **Screens**

There are three common types of screens: beaded, matte-white and silver and each serves a somewhat different purpose.

1. Beaded Screens: The beaded screen consists of a great number of very small glass beads impregnated on the surface of the screen. The beaded screen gives greater intensity of illumination within a narrow angle of view (12 degrees) on either side of the projector beam. Beaded

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screens should not be handled too roughly or some beads may be scraped off the surface of the screen.

2. **Matte-White Screens:** The matte-white screen gives less illumination than does a beaded screen when viewed near the line of the projection beam, but it gives a brighter picture than does the beaded screen at angles exceeding 24 degrees at either side of the projector beam. Since most classrooms are so designed that many pupils sit farther than 24 degrees from the

projector beam, that is, in the two front corners of the room, the matte-white screen is generally more useful for all these locations. Some users consider matte-white screens to be more accurate in color rendition. Matte-white screens can be cleaned with screen cleaning materials or soap and water, but care must be taken not to leave streaks.

3. **Silver Screens:** The silver screen has a metallic paint surface. In intensity of illumination it is between the beaded screen and the

matte-white screen; it is brighter than the matte-white screen up to an angle of approximately 24 degrees from the projector beam. Silver screens have largely dropped out of use because they tend to crack and wrinkle if used on the now popular screen rollers.

4. **Screen Stands:** At present, the portable roller screen is a practical answer for general classroom purposes but eventually a screen will be included in the permanent equipment in every classroom.

## SCHOOL FILMS

The following films, selected for primary and intermediate grade teachers by the Department of Libraries, Visual Aids and Radio, Board of Education, Newark, N. J., have been used successfully in the Newark schools:

(Abbreviations: P, Primary; I, Intermediate; J, Junior high school; si, silent; sd, sound.)

**BUS DRIVER**—11 minutes sd PI. Dramatizes the work of long distance bus drivers through the story of an eventful cross country bus trip made by a small boy. Duties of a bus driver, activities at a bus terminal and reserve garage as well as typical experiences of a 400 mile bus journey are depicted.

**CARE OF PETS**—11 minutes sd PI. The fascination and enjoyment of having household pets are greatly increased by the knowledge of proper methods of care and training of animals as demonstrated in this film.

**COLONIAL CHILDREN**—11 minutes sd PIJ. "Provides, in an authentic setting, a portrayal of home life in colonial times. Shows in detail home furnishings, clothing, customs and events in a colonial family's day."

**DOG SHOW**—11 minutes sd PIJ. Various types of dogs from mutts to the bluebloods of dogdom are shown.

**ELEPHANTS**—11 minutes sd PI. Life and training of elephants before and after entrance into circus life.

**BOAT TRIP**—11 minutes sd PIJ. A trip up the Hudson by boat. Various types of boats are shown, including ferries, freighters, sailboats and the Normandy. Various parts of boats are shown.

**BREAD**—11 minutes sd PI. Presents the dramatic story of bread from the wheat farm to the table, depicting the use of flour in the home; the harvesting of wheat; flour milling, and the making of bread in a modern bakery.

## GREAT MOMENTS OF HISTORY COME TO LIFE IN FINE MOTION PICTURES

Historical motion pictures produced in the studios of America's foremost film companies are distributed by Films Incorporated in 16-mm. for school use. These are some of the outstanding events in American history which have been recorded in full-length feature films:



Buffalo Bill • Daniel Boone • Drums Along the Mohawk • Frontier Marshal • Guadalcanal Diary • In Old Chicago • Lost of the Mohicans • Little Old New York • Prisoner of Shark Island • The Sullivans • Western Union • Wilson

A—Guadalcanal Diary

B—Wilson

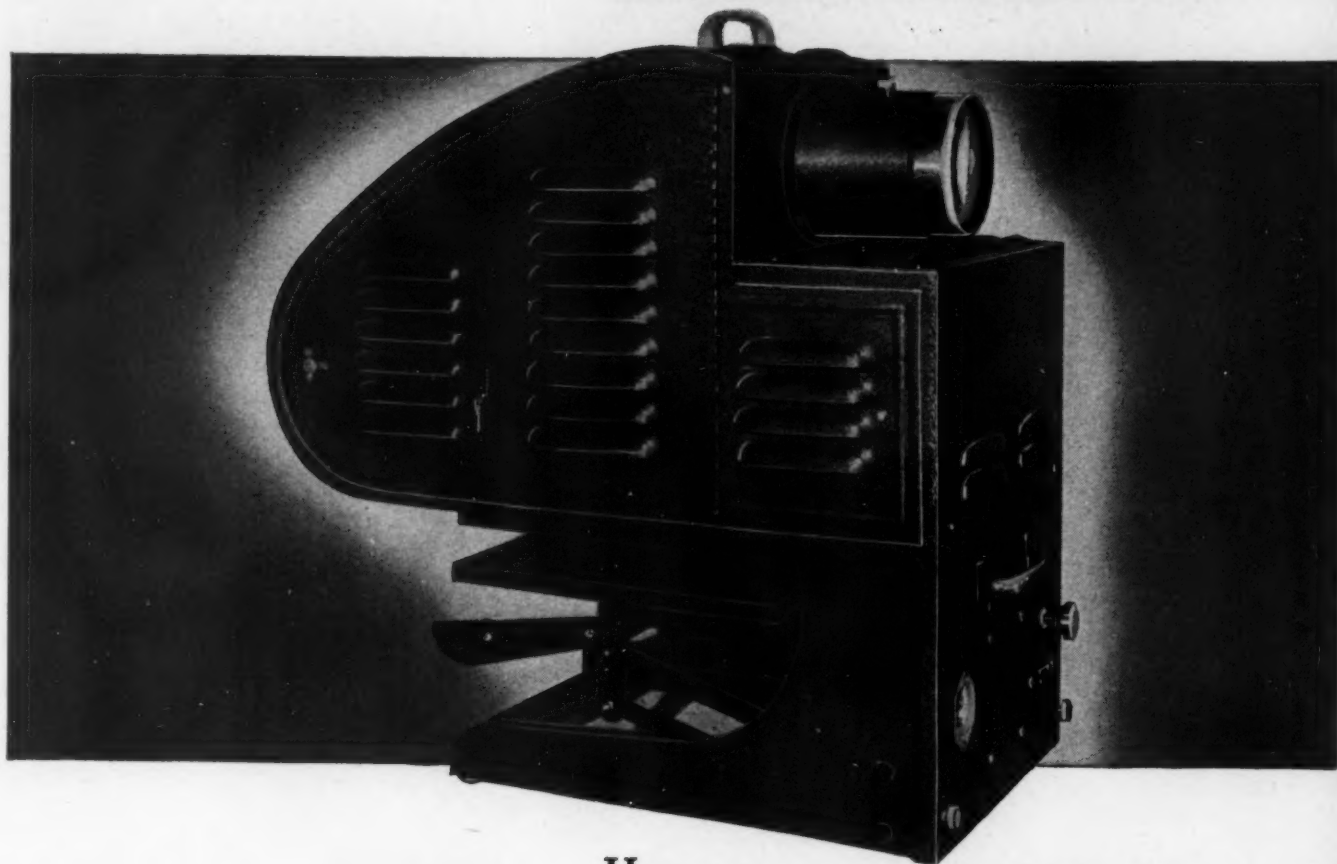
C—Drums Along the Mohawk

D—Buffalo Bill

In addition to these historical films, Films Incorporated supplies several hundred full-length features and many short subjects especially selected for school showing. For complete descriptions of these films write to the exchange nearest you for the current issue of the School List catalog.

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# PLANT OPERATION & MAINTENANCE

## *Custodial Personnel Improves*

### Part I

WITH the provision of liberal increases in salaries, retirement funds, vacations and sick leaves similar to those granted teachers, it has been found that the personnel situation, as it pertains to the custodial staff, has improved in both number and quality in the last year. On the whole, most of the larger school systems report that at least some of their members are unionized but the administrators claim friendly relationships have been the rule rather than the exception.

In Columbus, Ohio, S. L. Gingery, assistant superintendent, reports that the situation has improved considerably over what it was a year or two ago. The schools not only have a sufficient number of men but feel that the type of employee is much better than it has been for some time. Although during the last year they have not made any revision in the wage scale, there is a possibility that a revision may be made soon, depending upon any action the state legislature may take.

#### Liberal Pension Benefits

Mr. Gingery says: "We have a pension system which is most attractive to the operating employees. It provides for a deduction of 5 per cent up to \$3000. We have men on retirement who are receiving as much as \$115 monthly pension benefits. Any operating employee who has been with us for one year is entitled to fourteen days' vacation with pay.

"We allow seven and a half days each year for sick leave and, if it is not used, this may accumulate so that it will be possible to have as many as 27½ days for illness. In addition, we permit our employees five days off for the death of an immediate member of the family."

Mr. Gingery reports also that the

operating department employees are all on civil service and are selected from an eligible list provided by the municipal civil service commission. All prospective employees must go through their training school.

In contrast to this, John W. Brown, business manager for the board of education at Elizabeth, N. J., says they are about to grant an increase of \$500 for a period of three years, \$300 to be paid July 1, 1947, the beginning of the fiscal year, and \$100 thereafter until the maximum is reached. The minimum and maximum for head janitor of a secondary school under the present schedule are \$2100 and \$2500 whereas the new range will be \$2500 to \$3000.

#### Custodial Staff Unionized

With regard to unionization, Mr. Brown states: "Our janitorial staff, laborers working in the maintenance department, truck drivers and bus drivers within the last year have become unionized in the American Federated State, County and Municipal Employees No. 964. Mechanics employed in the maintenance department have always been members of their respective unions.

"The janitorial employees, now unionized, have requested an eight hour day, 44 hour week, which I believe will be granted but to carry out a program of this kind it will be necessary for us to establish a stagger system to make provisions for an eight hour day."

Mr. Brown continues: "All janitors and assistant janitors and engineers employed on a permanent basis are members of the teachers' pension and annuity fund. This is compulsory. The board of education retires all employees who are mem-

bers of the pension fund at the age of 64. Janitors and laborers receive two weeks' vacation with pay but we do not have a given number of days for sick leave each year. Each case is handled individually and refunds are granted upon application to a committee of the board but the amount of the refund cannot exceed one month's salary."

W. S. Eddy, secretary-business manager of the board of education at Summit, N. J., pessimistically reports that the quality and number of persons interested in custodial work at Summit have not improved, and he cannot see that they will until salaries offered compare with those for like positions elsewhere.

He says: "Wages for these employees have advanced approximately 25 per cent over the last two years. But the staff is not connected with any labor union, nor does it contemplate any such affiliation now."

Mr. Eddy reports that janitors by law belong to the state teachers' pension and annuity fund. They are allowed two weeks' vacation with pay and have only a five day week during the summer when they carry on the summer repair program. They are also given a liberal allowance for sickness based on years of service in the schools.

#### No Trouble With Unions

At Ashtabula, Ohio, Albert W. Lewis, clerk-treasurer, reports that custodians are affiliated with the operating group of the American Federation of Labor. He says that a friendly relationship has been maintained, with no trouble to speak of.

Mr. Lewis reports also: "It is our hope that we can improve the quality of men we select for this particular work. Two whom we recently employed are younger men and should make good custodians,

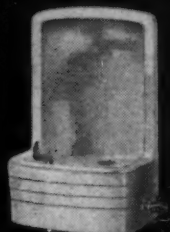




*now's the time to plan*  
**SUMMER  
 MODERNIZATION**

Winter winds may still be howling, but in a few brief months it will be vacation time again. One of the projects that should receive top attention during the summer months is the condition of the sanitary facilities in your school. With stepped-up enrollments and longer periods, the need for adequate plumbing is increased. Perhaps you are planning to enlarge your washrooms, or you may be at work on the plans for a new school.

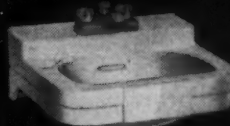
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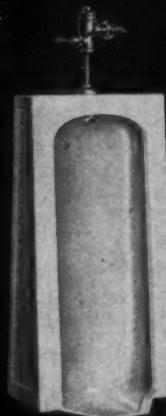
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but we do not have a great number of men to choose from. This may be because there have been no civil service examinations given in Ash-tabula covering this type of service. We are planning to give examinations in the near future and we hope that we shall have some good men.

"Our wage scale was adjusted Jan. 1, 1947," Mr. Lewis goes on to say, "which increased the pay of all custodians, engineers and charwomen by \$200 a year. This makes our annual salary spread from \$2148 to \$2948. The latter figure is paid our heating engineer, who is in charge of all the heating equipment in our system.

"All school employees are members of the Ohio school employees' retirement system to which we make payment once a month. Employees who have been in our service for five years get two weeks' vacation with pay; employees having less than five years of service get one week. We allow each employee ten days a year sick leave, cumulative for three years.

#### 12 Months' Employment Given

"During the summer our custodians work a five day week of eight hours. We have been able to keep our men on for twelve months of the year which is some inducement for them to stay with us. Although we have no particular training program, I have endeavored to bring before them items of interest that will help them do a better job and make them feel that we are interested in them and their work."

In choosing applicants for custodial work, George B. Williams, district clerk and business manager for the board of education at Glen Ridge, N. J., says: "An applicant must give good references for character and have a business check-up. And we actually check with those references:

"We select men of good appearance, with intelligence and, if possible, with some mechanical ability. However, real mechanics do not, as a rule, make good custodians. We place our new men with our experienced men so that they will learn our methods.

"With regard to salary, we do not have a definite wage scale. We pay a new man according to economic conditions at the time of employment, taking into consideration the

man's experience and qualifications. We are now paying up to \$2750 per year. On the whole the quality of our janitorial service has improved in the last year and our positions are 100 per cent filled."

From Plainfield, N. J., G. B. Zimmer, secretary of the board of education, reports that the situation is improved over what it was a year ago, both in the quality and in the number of personnel. The average top pay has been increased \$100 a year and is now \$2200, plus a bonus for the current year of \$360. The starting pay has risen from \$1400 to \$1600, plus the current bonus. Furthermore, for opening schools in the evening \$3 is now paid instead of the \$2 paid last year.

The custodians at Plainfield are members of a state group of school employees not affiliated with any labor unions.

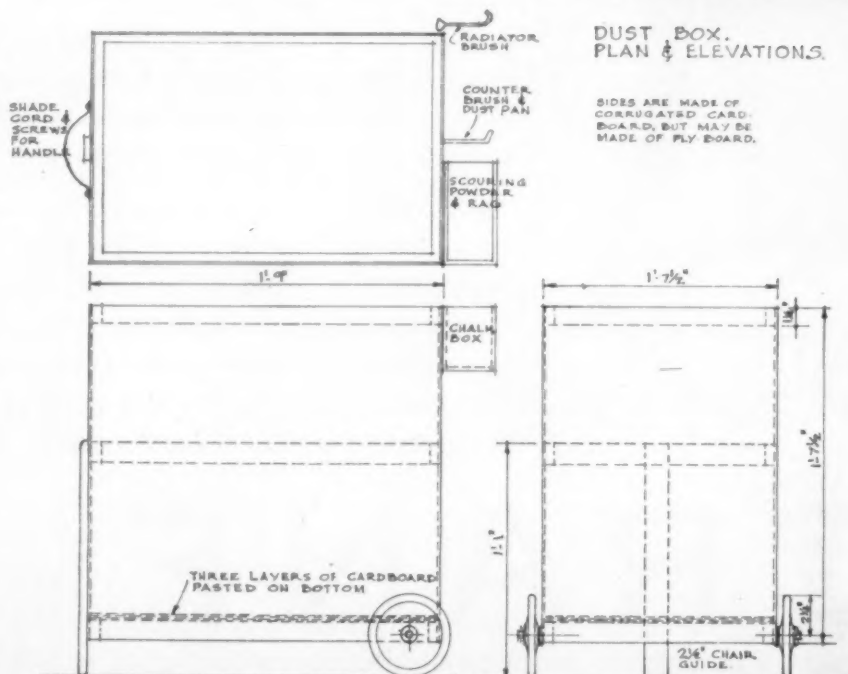
"The board is making no special inducements to custodial employees," Mr. Zimmer says. "However, under the law all custodians are obliged to become members of the pension fund. The law allows up to ten days' sick leave in any one year and the board of education gives two weeks' vacation with pay after one year's service. The usual increments are \$100 a year or more as recommended by the secretary.

"There has not been much choice of men for several years, but the board's policy is to select those who have had some training in a trade. We have no training course for custodians now but prior to the war there was a course participated in by numerous schools in the county and organized under the direction of a county superintendent of schools. It is hoped that this will be resumed next year."

## BETTER PLANT PRACTICES

### Handy Dust Box

The accompanying drawing and photograph show a dust box I made to use in my work. It has been very handy and has saved me many unnecessary steps. The use of three ply board instead of cardboard would make a stronger box, but none was available when I made my box.—W. L. Judd, Junior High School, Emporia, Kan.



# GET THIS Complete Set of Valuable Data Sheets

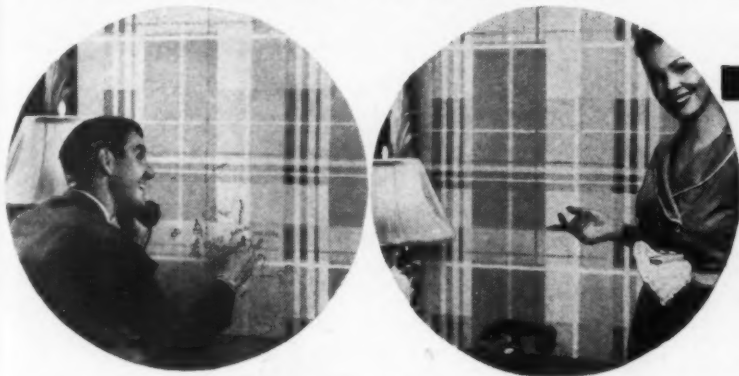
The inside facts on Varlar! How this miracle wall covering resists dirt, finger marks, water, greases, pencil and ink marks—stains of all kinds! How it begins a new day of low-cost wall beauty and maintenance in schools!

**H**ERE—in 6 easy-to-read, easy-to-file data sheets—is the complete, factual report on Varlar, the new kind of wall covering that RESISTS STAINS OF ALL KINDS.

Read what independent testing laboratories say about Varlar. See why this miracle wall covering that's made

with plastics an entirely new way, begins a new day in low-cost wall upkeep and beauty!

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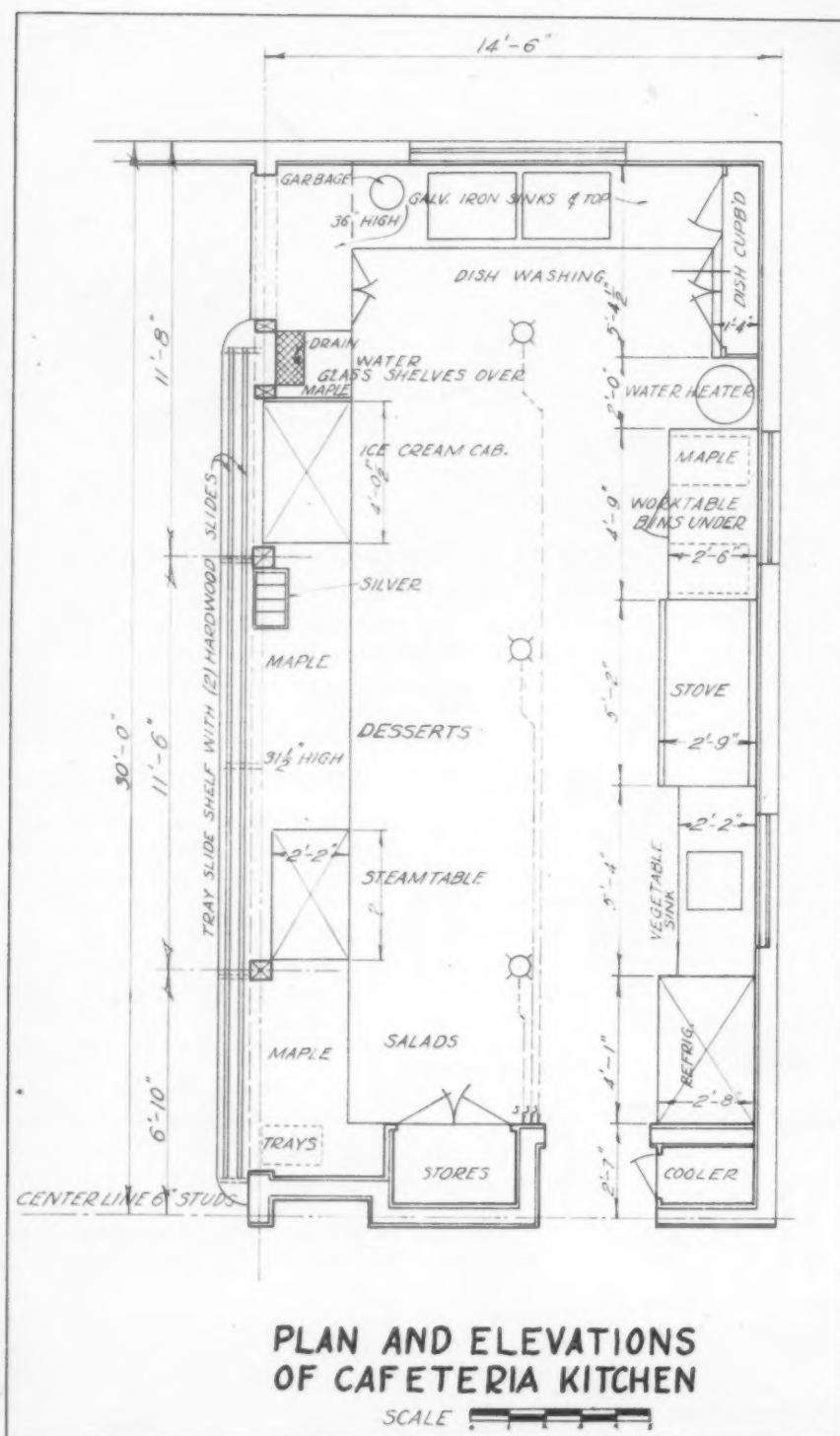
# THE SCHOOL CAFETERIA

CONDUCTED BY MARY D. GARMO BRYAN

## Lunch Time in Elementary School

CLARENCE RUTH

District Superintendent, Lompoc Union  
Elementary School, Lompoc, Calif.



THE cafeteria of Lompoc Union Elementary School at Lompoc, Calif., was built in 1942 at a cost of \$18,000. It has a seating capacity of 350 but since more than this number use the cafeteria each noon, the lunch hour has been staggered as follows:

Grades	Hours
1, 2	11:30-12:30
3, 4	11:45-12:45
5	11:55- 1:00
6	12:00- 1:00
7, 8	12:05- 1:00

This staggering of lunch periods prevents the formation of a long line at the service counter and makes for plenty of table space at all times. All children are served by 12:15. Teachers come to the cafeteria with their pupils and supervise for fifteen minutes to see that order is kept. The children are requested to remain at their tables for fifteen minutes and hurried eating is discouraged.

The cafeteria is equipped with panel top tables, which have folding steel legs and are of two heights. Benches instead of chairs have proved to be convenient and economical.

The children pass along the serving counter to the cashier and then to their tables. Boys and girls are not separated but sit wherever they wish. Starting at the head of the serving counter, they receive a tray and utensils from a cafeteria helper. The next helper serves the main dish from the steam table, another serves sandwiches and vegetables, and still another, the desserts and milk. The cashier at the end of the counter takes cash or lunch tickets.

When they have finished, the children take their serving trays to the receiving counter where two boys are on duty to clear the trays, pass them on to the kitchen for washing and place the empty milk bottles in the carriers for returning. Three



# Dew kissed

A glass brimming with the juice of plump, sun ripened and dew kissed tomatoes adds the final touch of the thoughtful host. All Sexton juices are fashioned to the same pattern. We gently press the fruit to hoard every precious vitamin in the juice—and retain the rich flavor of the tree ripened fruit.

## 7 AIDS TO SANITARY KITCHEN CONDITIONS

**They all fit**

**YOUR FOOD HANDLING NEEDS**

Wear-Ever Semi-Heavy Food Containers are just what you need for sanitary food handling. Aluminum's friendliness to foods protects purity and flavor. Drawn from single sheets of aluminum, these seamless containers are easy to clean and keep clean. The new, amazingly tough, extra-thick aluminum alloy offers unparalleled resistance to denting, scratching and marring. They are strong and durable, with rolled edge for added strength, yet light to lift. Set of seven containers (1 to 9 qt.) with satiny Alumilite Finish, nests into compact unit for storing.

Contact your supply house representative, or write the Aluminum Cooking Utensil Co., 3503 Wear-Ever Building, New Kensington, Pa.

NOW...MORE WEAR THAN EVER IN—

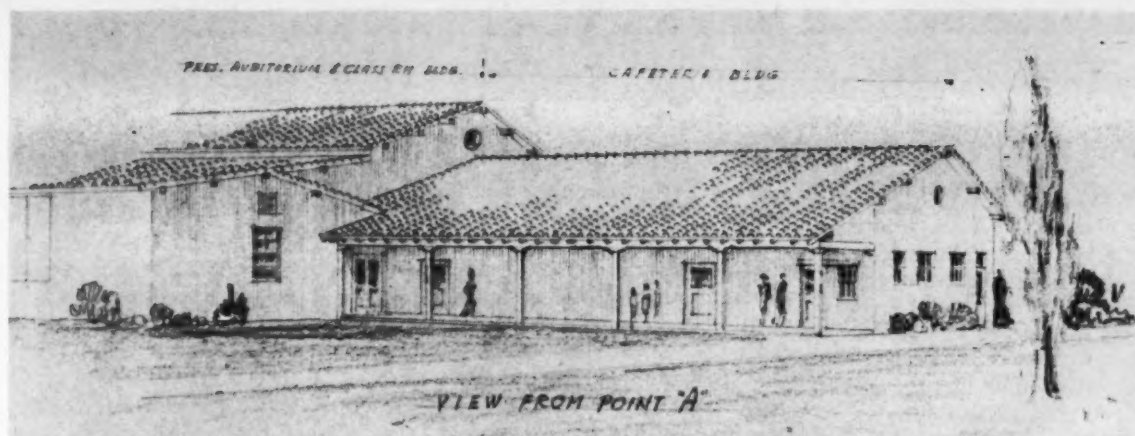
# WEAR-EVER

*Aluminum*

Made of the metal that's friendly to food... easy to clean







Cafeteria unit for the Lompoc Union Elementary School, Lompoc, Calif. Lockard and Cheesman were the architects. H. D. Caywood is county superintendent of schools.

women assisted by four pupils do all the washing and cleaning of trays, silver, dishes, cooking vessels and cafeteria equipment.

Stainless steel compartment trays, which were navy surplus, are used in serving; this saves many dishes. Paper saucers are used for desserts.

The work in the cafeteria is done by seven women, assisted by four girls and four boys, the latter being paid 50 cents a week and having a free lunch. Cafeteria workers include:

- 1 head cook, 7:30-12:30, at \$125
- 1 assistant, 8:00-12:30, at \$100
- 2 salad and sandwich helpers, 8:30-12:30, at \$90
- 3 washers and cleaners, 11:00-2:30, at \$65

The cafeteria to date has paid its own expenses. This has been possible, however, only through the receipt of federal and state aid amounting to 9 cents per type A lunch. The cost of fuel, light and janitor service is absorbed in the school's cost of operation as the cafeteria is a part of the main school plant.

Maintenance and operation costs for October 1946, which is taken as an average month, were as follows for the serving of 8751 type A lunches.

Cash receipts from lunches	\$1,685.50	
Federal and state subsidy,		
9 cents per lunch	771.39	
<b>Total</b>	<b>\$2,456.89</b>	
Food	\$1,548.10	
Labor	603.23	
Other expenditures	261.49	
<b>Total</b>	<b>\$2,412.82</b>	<b>2,412.82</b>
<b>Net profit for month</b>	<b>\$ 44.07</b>	

The cost of the school lunches to the pupils is 20 cents. Free lunches are provided in special cases, the cost being borne by the cafeteria. In addition, each morning from 10:00 to 10:30 the primary children receive milk and graham crackers at a cost of 5 cents. Approximately 450 children buy their lunches at school each day. All children, whether they buy their lunch or bring it from home, eat in the cafeteria.

#### Lunch Tickets Used Successfully

Lunch tickets are purchased for \$1. Each contains 22 places for punching 5 cent items. The use of tickets prevents the loss of lunch money and the spending of money for other things. Tickets are collected by the cashier each noon, with the proper number of items punched, and are sorted according to the various rooms. They are not returned to their respective rooms until the following morning when they are given to the children just before their lunch periods. This system prevents the loss of tickets.

Books are kept showing all cafeteria receipts and expenditures under their respective headings. Monthly reports are made to the state showing all transactions in detail. The books are subject to state audit. Funds are deposited in a local bank under Cafeteria Fund and both the district superintendent and the clerk of the school board are authorized to sign checks or vouchers. Both of these persons are under bond.

Well balanced meals are served. The head cook does all the planning and ordering and only the best food is used. Surplus foods are bought

whenever they are available. Buying is done in large quantities.

A weekly schedule of meals to be served is published in the local paper each week and in addition a menu for the week is placed in the cafeteria so that the children can see it at all times. No candies or cookies are sold. Ice cream is available during the lunch period but is not sold unless the child has brought a lunch from home or buys a school lunch.

The Monday lunch provides only one hot dish, but on the other days a choice of at least two hot dishes is available and there is always a choice of desserts. Following is a typical weekly menu.

**Monday:** Tamale pie, buttered peas, bread and butter, gelatin dessert, pudding, milk.

**Tuesday:** Choice of noodles and cheese or tamale pie, buttered carrots, bread and butter, cake, gelatin dessert, milk.

**Wednesday:** Vegetable and beef stew, bread and butter, bread pudding, gelatin dessert, milk.

**Thursday:** Choice of vegetable soup or meat pie, meat sandwiches, pies, gelatin dessert, milk.

**Friday:** Soup, choice of baked beans or Spanish beans, cabbage and pineapple salad, peanut butter sandwiches, milk, apple crisp.

Various plans have been tried and discarded in the cafeteria management since 1942. The present arrangement seems to be the most workable under existing conditions. As conditions change, however, the cafeteria management will change also. The P.T.A. has been most helpful in all matters pertaining to the cafeteria and the parents seem to be satisfied with results.

# NEWS IN REVIEW

## Strike Picture of the Month

February ended with several spectacular teachers' strikes still unsettled. By the 27th, the Buffalo strike, largest in U. S. educational history, had closed every school in the city. Of 2960 teachers, 2400 were on strike. The mayor was appealing to Governor Dewey, as this issue went to press.

On February 26, 1500 Delaware teachers swarmed into the state capital to protest an "inadequate" wage increase bill. They demanded a \$1000 rise.

At Hawthorne, N. J., most of the borough's teachers failed to appear for work on February 18 in protest against a pay rise and bonus they considered too small. The board ordered deductions from their salaries for the one day absence.

## More Federal Aid Bills

Two more bills to provide federal aid to education and several special bills have been introduced into the Congress.

S. 472, introduced by Senator Taft and seven other senators, including Mr. Thomas of Utah, is entitled, like the others, "Educational Finance Act of 1947." It is similar to the bill which Mr. Taft sponsored last year and which passed the Senate.

Beginning with an initial appropriation of \$150,000,000 for the fiscal year starting July 1, 1947, the bill provides for continuing appropriations of \$250,000,000 for the year ending June 30, 1949, and annually thereafter. All funds would be allocated by the U. S. Commissioner of Education to the states for public elementary and secondary schools on a basis of a minimum expenditure of \$40 a year per child, with ages ranging from 5 to 17. The bill takes into account both a state's ability to support education and its expenditure for such purpose. If, in any state, state funds are allocated to nonpublic schools, federal funds may also be so allocated, but only in the proportion which the expenditure of state funds for nonpublic education bears to the expenditure of state funds for public education.

On February 6, Congressman J. Whitten (Miss.) introduced a bill providing grants-in-aid for school improvement based exclusively on school population, with ages 5 to 20 specified. The amount available begins at \$100,000,000 and advances by \$50,000,000 a year to \$300,000,000 for the fiscal year ending June 30, 1954, and annually thereafter.

Bills have been introduced which provide for special services, such as teachers' salaries, library demonstrations and the promotion of moral, temperance and character education.

H. R. 947, introduced by Congressman Cole (N. Y.), provides for fifty-fifty matching of federal funds with state funds for the training of teachers and for teachers' salaries in the fields just mentioned.

All the new education bills have been referred to either the committee on labor and public welfare of the Senate or the committee on labor and education of the House. The pressure of labor legislation will doubtless postpone consideration of them until about April 1, or later.

## New Federal Department Proposed

Support for S. 140, the bill to create a new federal department of Health, Education and Security, is developing among voluntary organizations in these fields. At a recent meeting of the representatives of 56 national organizations in education which are members of the American Council on Education, the delegates endorsed this legislation with the suggestion that the word "Education" be first in the title.

On January 31, a committee on a federal department of education, health and welfare held its first meeting. This committee, jointly sponsored by the National Social Welfare Assembly and the American Council on Education, is made up of representatives of each of the three fields.

Those representing educational interests are: John H. Bosshart, commissioner of education for New Jersey; Florence Fallgatter, president, American Vocational Association; Ralph D. Hetzel, president, Penn State College; Edward V. Stanford, rector, Augustinian College, Washington, D. C.; Kermit Eby, director of research, C.I.O.; Nelson Cruickshank, American Federation of Labor.

The committee considered arguments for and against the proposed department and will make an extensive study of the proposal before making recommendations.

## Court O. K.'s Transportation Aid

The U. S. Supreme Court on February 10 in a 5 to 4 decision ruled that the several states have every constitutional right to use state funds to pay for the transportation of children to parochial as well as public schools.

The case involved a suit of a resident

of Trenton, N. J., against the Ewing Township school board which, under the authority of state law, had authorized the reimbursement of parents for sending their children by bus to parochial schools in Trenton. More than a dozen other states have similar laws.

Justice Hugo Black, who wrote the majority opinion, said that such use of public funds was not a violation of the traditional American separation of Church and State affairs. He said that New Jersey law "does no more than provide a general program to help parents get their children, regardless of their religion, safely and expeditiously to and from accredited schools."

The dissenting justices were Robert H. Jackson, Wiley B. Rutledge, Felix Frankfurter and Harold H. Burton. Justice Jackson, in his opinion, said the majority decision left him with the "conviction that the court today is unconsciously giving the clock's hands a backward turn." Justice Rutledge said that the ruling left the constitutional wall between Church and State "neither so high nor so impregnable today as yesterday."

## St. Paul's Teachers' Hopes Dashed

Teachers in St. Paul, Minn., who had pinned their hopes for better salaries on a special city election February 11, were disappointed when results showed that a charter amendment to better the city's education system failed to get the necessary 60 per cent of the votes. The amendment would have provided a \$42 per capita maximum on city spending as compared with the present \$30. Opposition arose from the Real Estate Board, the Association of Commerce and the Midway Club, a sectional group. Not one of the city's 12 wards carried the amendment.

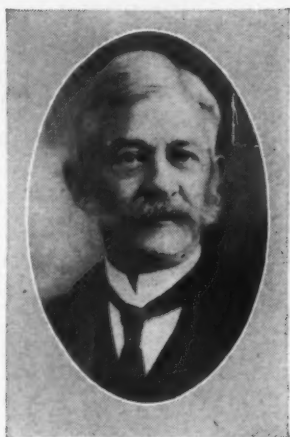
If wage demands of the teachers are not met, Supt. James E. Marshall predicts that a wholesale resignation of teachers will take place.

## Improved Teacher Training Urgent

The report of a survey by the *New York Times* reveals that the teacher training institutions of the nation are in great need of overhauling and modernization. Benjamin Fine in the *Times* quotes Dr. Abraham Flexner, whose report on the sorry state of medical education in 1910 instigated reforms which resulted in medical education in this country becoming the best in the world. Dr. Flexner states

(Continued on Page 70.)

# AMERICAN TEXTBOOK PUBLISHERS



representing 85 per cent of the textbook publishing companies are reported in the newspapers of October 5, 1946, to estimate that books produced in 1946 would fall short of requirements by 3 to 4 million books.

## That 1946 shortage was the result of many factors

PAPER SHORTAGE

RECORD-BREAKING ENROLLMENTS

LACK OF EXPERIENCED WORKERS, etc.

## Those conditions still obtain in 1947

The increased cost in linotype composition, electrotype plates, printing, binding, will inevitably result in additional increases in the price of books for schools.

Some publishers have estimated that the increased cost will mean that textbook prices by July 1, 1947, will be approximately 40 per cent higher than 1942 prices.

## You may as well face it and act accordingly

Your old textbooks are getting older and weaker

Your new textbooks are costing more and more

These books—more than ever before—need the Protection and Reenforcement of

# HOLDEN BOOK COVERS

which, for over 60 years, have demonstrated their value by increasing the life of textbooks from one to three years.

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from America's Leading Color Studio**

TO EVERY USER OF  
INTERIOR MAINTENANCE PAINT:

The strategic use of color in your painting can actually pay for that painting many times over in measurable values to you.

In industrial plants, increased illumination through use of the right colors - and the right paint - cannot only cut lighting costs, but increase production by lowering worker fatigue and improving safety conditions. In institutions and all types of buildings frequented by the public, correctly color-planned interiors contribute to better light and better sight, while offering pleasant surroundings that are bound to be appreciated. In schools where color strategy has been employed in painting, students are more responsive at work and play in the lightness and brightness of cheerful rooms.

The colors of Glidden SPRAY-DAY-LITE, the one-coat maintenance paint, have been carefully selected to provide scientifically correct combinations for any type of interior. And the formulation of this paint assures the maximum light reflection and diffusion obtainable in each color.

Now there's also  
**BRUSH-DAY-LITE**

All of the established advantages of famous GLIDDEN SPRAY-DAY-LITE are now offered you in BRUSH-DAY-LITE, especially formulated for brush application.

The services of our Studio are available without cost or obligation through your Glidden Sales Representative who will obtain all of the information we require to recommend the Sight Perfection Color Plan that will best achieve the results you wish. Use this service -- to make your painting pay dividends.

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*Glidden offers you*  
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*in* **THE RIGHT PAINT!**

**Specify SPRAY-DAY-LITE**  
**for all these reasons . . .**

1. Ten attractive colors, carefully selected to provide combinations scientifically correct for every interior.
2. Increases lighting efficiency by giving *maximum* light reflection and diffusion.
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5. Sprayed or brushed, does not sag or run; produces little fog or mist when sprayed.



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**"Sight Perfection" in schools**  
**by Glidden Color Authorities**

Tells and shows how to follow scientific color planning in painting school interiors to improve lighting and ease eyestrain. Send coupon at right for this valuable free book today. If you fail to find all the practical guidance you need in this book, the Glidden Color Studio will design color plans tailored to your particular needs—without charge.

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- ☐ You may send your SPRAY-DAY-LITE Color Chart showing the ten attractive shades and suggested color combinations.
- ☐ You may send your new book, "Sight Perfection," which illustrates and explains the scientific use of color in school painting.
- ☐ You may have your representative call and demonstrate SPRAY-DAY-LITE in our premises without obligation on our part.

NAME \_\_\_\_\_

SCHOOL \_\_\_\_\_ TITLE \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY & STATE \_\_\_\_\_

*Pacemaker in Paints*

(Continued From Page 66.)

that most of the teachers' colleges are now in poor shape. They represent poor standards of scholarship. They need reorganization and strengthening in the way that medical education and schools were reorganized more than a quarter of a century ago.

This would mean the closing of many teacher training institutions and the improvement of others.

#### Use Old Schools for Housing Vets

Six unused school buildings in New York City will be converted into living quarters for veterans under Gov-

ernor Dewey's \$3,200,000 program of new emergency housing for veterans. These six projects, three of which are on the lower East Side of Manhattan and three in Brooklyn, will provide 212 two and three room housing units at a cost of \$850,000. The state has already converted schools in Schenectady, Rochester, Mount Vernon and Rye into highly satisfactory housing units for veterans.

#### Favors Two Year Local Colleges

President James B. Conant of Harvard University recently proposed that state and federal funds should be pro-

vided for two year colleges which would make possible terminal education for the large number of students desiring education beyond the high school level.

"For many types of students a terminal two year education beyond high school, provided locally, seems better adapted to their needs than that offered by a traditional four year residential college."

## FINANCE

### Omaha Schools' Crisis

The schools of Omaha, Neb., need approximately \$450,000 additional to carry on their work for a full term and unless emergency action is taken which will permit the borrowing of funds in excess of legal limits by April 1, the schools will close on April 18. The board of education must also negotiate contracts with some 1100 teachers.

The board of education has had to work within a legal limit of 15 mills for all school purposes, including capital outlay and debt service. This has been insufficient and the schools have deteriorated as a result.

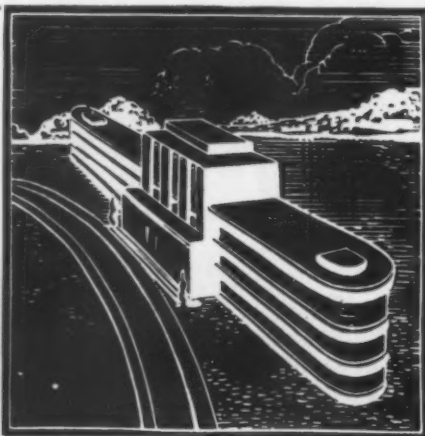
A year ago a citizens' committee made a survey of school conditions. It reported on the deterioration and recommended an increase of \$1,350,000 in current expenditures and an additional \$1,000,000 for modernization of the school organization and plant. To carry out these recommendations the school board requested an increase in the millage rates of the school district from 15 to 20 mills.

The finance committee of the chamber of commerce opposed the citizens' committee report and recommended levying an additional 1 mill and a voluntary increase in the assessment of personal property of citizens and business organizations, which would provide the schools an additional \$900,000 but not until 1950. Parent-teacher groups and other organizations have opposed the chamber of commerce recommendation as inadequate and as a result a "vehicle bill" has been introduced in the legislature which would improve school finances in Omaha.

### Pay Rises at Mount Clemens, Mich.

The board of education at Mount Clemens, Mich., has adopted a new salary schedule for teachers under which the minimum for a teacher with an A.B. or B.S. degree is \$2400; for an M.A. degree, \$2500. No maximum salary has been set; however, the maximum for this next year will probably be \$3800.

## On the Inside



## Modern HYLOPLATE

Yes, inside the sweeping, graceful curves of that new school, chances are you'll find every classroom equipped with HYLOPLATE Chalkboard. In new schools and in old, HYLOPLATE remains the No. 1 Visual Aid—at all times convenient for the teacher to use, readily adaptable to every subject, and in all ways suited to active student participation in the lesson work.

HYLOPLATE is famous for its smooth-as-velvet writing surface, its high legibility, its ease of erasing, its permanent color—qualities developed thru more than 60 years research and manufacturing experience; there are more than 70 million feet in use today!

Write today for a sample of HYLOPLATE Black or HYLOPLATE Greensite. Increasingly school people are turning to HYLOPLATE Greensite, the leaf-green board which contributes sight conservation features and adds a new cheerfulness and color to the modern classroom. Whether you are planning a new school or getting ready to replace cracked, worn-out, graying boards, specify and buy HYLOPLATE—IT HAS NO EQUAL.

Written specifications, for inclusion in school building contracts, supplied on request. Address Dept. NS-37.



**WRITE TODAY FOR INFORMATION ABOUT THESE TOP QUALITY SCHOOL SUPPLIES**

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ALPHA DUSTLESS CHALK • COSTELLO DOUBLE-SEWED ERASER**

**WEBER COSTELLO COMPANY**

*Manufacturers*

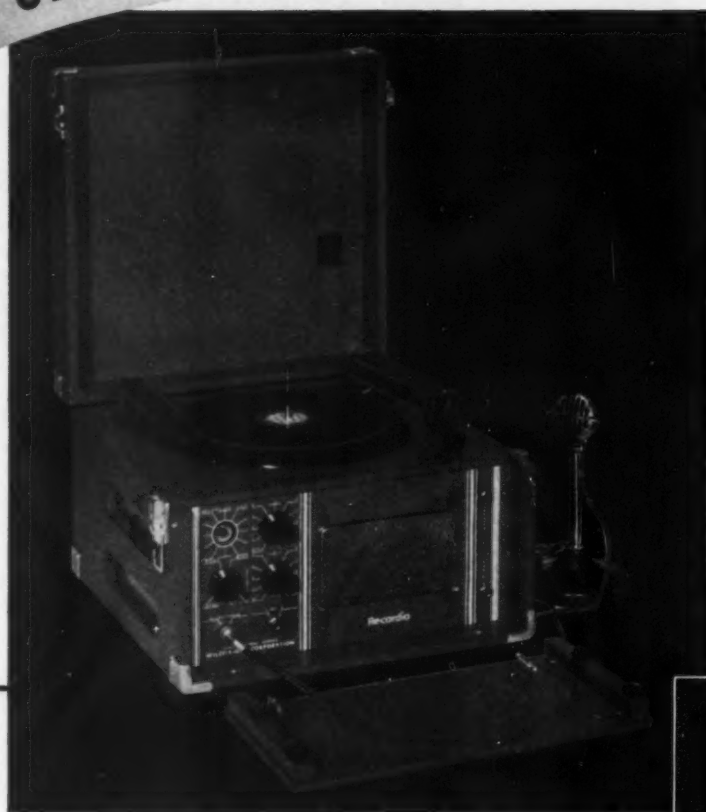
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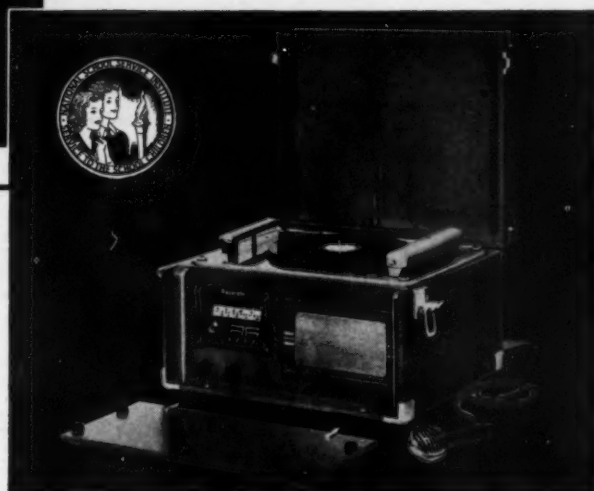
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- Crystal Cutting Head
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- Crystal Playback
- Portable

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**Model 6B20  
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- High Fidelity Recorder
- Full-Toned Phonograph
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- Low Needle Pressure
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For Realistic Reproduction, Always Use  
**Recordio Discs**  
and  
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But Stromberg-Carlson has kept pace with these demands. The Model 1200 School Sound System shown here is a good example. It is economical yet the ultimate in school sound systems. It incorporates all the standards recently established by leading educators and engineers in cooperation with the United States Office of Education and the Radio Manufacturers Association.

Compact, yet *complete*, with this model students can actually operate their own "radio station"...can gain experience not only in the art but the science of sound. Flexible, the

whole school or a single classroom may be reached at any time.

Its many features include full two-channel operation with optional communications channel, two radio tuners each with one AM and two FM and short wave bands, and a 78 or 33 $\frac{1}{3}$  RPM record player for 16 inch transcriptions. Completely equipped for 48 room speakers and wired for an additional 48. Housed in trim glacier grey steel cabinet with 6 ft. by 14 inches of clear desk space.

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*You are cordially invited to see this and other Stromberg-Carlson natural-voice sound systems at the N.E.A., At-Booths J-41 and J-43, March 1-6.*



**STROMBERG-CARLSON**

NATURAL-VOICE  SOUND SYSTEMS



## Union, N. J., Teachers' Salaries

At a school election early in February, the voters of Union Township, Union, N. J., approved the school budget which allows for pay increases amounting to \$220,000, most of which is for teachers' salaries. Approval of the budget meant approval of the new salary schedule adopted by the board of education. New salaries effective for the 1947-48 school year will give educational employes an increase of more than \$750 and approximately less than half of that amount for all other employes.

The voters also approved a short term note for \$70,000 which will enable immediate increases to be granted educational employes amounting to \$375 each on the base salary and \$295 for other employes. A \$15 per month bonus is removed, making the net increases \$300 and \$220.

The mayor and local press strongly opposed the budget but the Union Township Teachers Association organized its publicity and a get-out-the-vote campaign which resulted in more than 4000 votes being cast. This was 33 per cent more than the highest number of votes in any previous election. The budget passed by a vote of nearly 2 to 1 and the loan by about a 500 majority.

## Bonus for Big Sandy Staff

The school board of Big Sandy, Mont., voted members of the faculty and staff a cost-of-living bonus of \$200 for the current year. One half of this amount was paid at once and the remainder is being added to the next five salary warrants.

## Cincinnati Teachers Ask More Pay

The Cincinnati Federation of Teachers has served notice that it will insist on a \$2500 to \$4500 salary range. On January 1 the board of education raised teachers' pay \$700 yearly by giving them a salary increase in addition to the \$35 a month cost-of-living adjustment.

The Ohio Chamber of Commerce has recommended to the general assembly that the pay of teachers be raised 10 per cent this year and another 10 per cent next year. These rises would be in addition to adjustments already granted by local school boards and the \$10,000,000 a year cost would be paid by the state in addition to \$59,000,000 in state funds appropriated annually under the school foundation law. The chamber's directors asked also that the legislature authorize the state director of education to conduct a study of the state school aid problem as a basis for a complete review of the present state aid program in the next legislative session.

# Why let Noise Demons plague a student?



**For 3¢ a day you can give him quiet**



## With a ceiling of Cushiontone

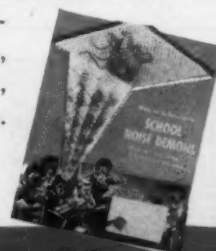
**N**OBODY CAN EXACTLY evaluate the harm done by noise in schools, but everyone knows it greatly hinders pupils' concentration and adds to the fatigue of teachers. Certainly the losses cost more than 3¢ per pupil per day. Yet 3¢ a day is all it costs, when figured over

a few years, to install a ceiling of Armstrong's Cushiontone, allowing an area of 50 square feet per pupil in classrooms.

More than 75% of all the sound that strikes the surface of Cushiontone is absorbed in the 484 drilled holes in each 12" square of this fibrous material. Also,

Cushiontone is a good light reflector and can be repainted without loss of efficiency.

**WRITE FOR FREE BOOKLET, "How to Exterminate School Noise Demons."** Armstrong Cork Co., 3703 Stevens St., Lancaster, Penna.



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# ARMSTRONG'S CUSHIONTONE

Armstrong Cork Company  Lancaster, Pennsylvania



## Save \$2,500,000 School Funds?

The Ohio Chamber of Commerce has made 15 recommendations to be presented to the legislature, aimed at improving the supervision and administration of the \$60,000,000 paid annually by the state to aid local school programs. The proposals would effect an annual saving of at least \$2,500,000 and would provide sounder financial methods in disbursing state aid.

County boards of education were the principal targets of the chamber's report. An amendment to the law so

as to provide review and revision of county board budgets would save \$200,000 annually. A saving of \$1,000,000 would be effected by school ownership of buses.

Other recommendations included amendment of the school district reorganization law to protect reorganization proposals of county boards from nullification by a single district, thus conserving \$500,000; combination of rural districts into consolidated county board of education districts; discontinuance of the "illegal" practice of making additional payments to districts levying less than 10 mills for

all purposes; elimination of padding practices in district average daily attendance records by annual audits; continuation of limitations on approval of requests for school plant rehabilitation funds to repair and renovate emergency projects.

## Offers to Pay Higher Taxes

The Ohio Valley Bus Company, one of the major utilities of Huntington, W. Va., has offered to pay higher taxes to finance teacher salary increases and additional educational facilities in the state.

## Would Give Teachers \$200 Extra

Representative Landis of Indiana introduced a bill into Congress on February 13 which would pay every elementary and high school teacher an additional \$200 for the 1947-48 school year as a measure necessary to obtain adequately trained teachers. His plan would cost \$185,000,000.

## Westchester County Pay Rises

Increases in teachers' pay have been announced in three communities in Westchester County, New York, all of which include the state allocation to school boards for permissive adjustments of \$300 for each teacher.

In Port Chester an immediate payment of \$300 was made and for the school year beginning next September teachers will receive a \$600 yearly increase. In New Rochelle, the school board voted to give the \$300 to each teacher in addition to new salaries, effective January 1, that froze past temporary adjustments of \$250 and \$350 a year into permanent pay.

The Rye Neck board, which had voted an extra \$125 each for teachers last December, will now pay them \$375 extra.

## Salaries at Williams, Ariz.

A new salary schedule adopted by the school board at Williams, Ariz., includes a \$460 cost-of-living bonus for all teachers. This brings the minimum for teachers with A.B. and B.S. degrees up from \$2600 to \$3060, and for teachers with the M.A. degree from \$3000 to \$3460. The maximum for the first group is now \$4260, including bonus, and for the second group, \$4660.

Teachers with no degrees will be paid \$2600 plus bonus. For fifteen hours' graduate credit \$150 will be allowed over and above the regular schedule and for thirty hours' graduate credit, \$300. All experience must be counted in the Williams school district. Outside experience is counted as one half up to five years (maxi-

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During the last four months alone, 51 more schools and colleges have been added to the already impressive list of Bradley Washfountain users.

"Bradleys are built to withstand the hard usage daily given them by students" report school authorities. Other satisfied users emphasize the minimum upkeep required, for Bradley Washfountains reduce piping connections 80% and eliminate all faucet maintenance. Schools also welcome the savings in water made possible by the automatic foot-control which prevents wasteful dripping and guards against water flow being accidentally left "on." Sanitation is another primary feature of the Bradley



Washfountain—an easily cleaned central sprayhead serves 8 to 10 students simultaneously and a self-flushing drain safeguards health by preventing collections of contaminated water. Bradleys are nationally distributed through plumbing jobbers. BRADLEY WASHFOUNTAIN CO., 2207 W. Michigan St., Milwaukee 1, Wis.

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Since the ending of the war emergency, Bradley Multi-Stall Showers are again available and recent school installations have included these sanitary facilities for general washrooms, gymnasiums and shops. Illustration shows Circular 5-Stall Shower with receptors.

Free Catalog 4308 and Washroom Survey Sheet sent on request.

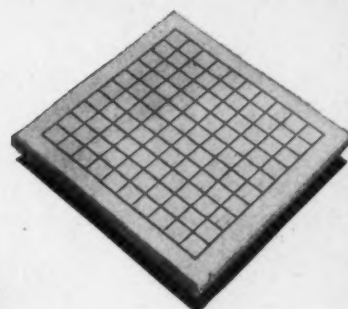


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washfountains  
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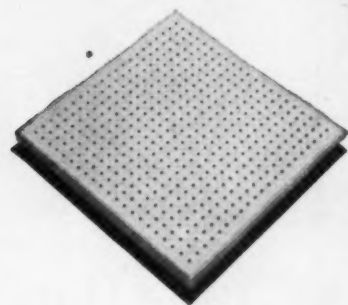
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**Two additions** to the Johns-Manville Acoustical family bring the cost of sound control within the scope of almost every school budget.

Fibretex and Fibretone are attractive beveled units, twelve inches square, which have exceptionally high coefficients of *sound absorption* and of *light reflection*.

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mum) and military service is counted at full value. Substitute teachers will be paid \$10 a day.

## WASHINGTON NEWS

### National Science Foundation Bills

With the introduction on February 8 of another bill to establish a National Science Foundation, the "battle of the sciences" is on again! Identical bills were introduced into the House by Congressman Mills and into the Senate by Messrs. Smith, Magnuson,

Fulbright, Gordon, Revercomb and Saltonstall. They are the same as the bill introduced by Congressman Mills in the 79th Congress after a compromise bill had been agreed upon by Senators Magnuson and Kilgore.

On January 14, Congressman Celler had reintroduced the compromise bill which passed the Senate in the 79th Congress but which died in the House committee on interstate and foreign commerce. It thus appears that the differences of opinion and consequent wording of the proposed bills which defeated the passage of any legislation in the last Congress are resumed.

These differences, though relatively minor in terms of the important functions which all agree should be performed by the foundation, are sufficiently vital to divide support for the measure. They include the composition and manner of appointment of the national board and director; the meaning of the term "science," especially as to whether or not it should include the social sciences, and the extent to which the legislation shall require distribution of research funds and thereby avoid concentration in a few institutions.

At a meeting of the American Association for the Advancement of Science in December, the appointment of an interagency committee was authorized. Through its discussions, the differences in legislative proposals may be ironed out.

The purposes to be achieved through the proposed legislation are to provide federal assistance in stimulating and coordinating scientific research and to authorize the granting of a number of national science scholarships and fellowships.

### Wants Funds for Children's Health

A bill to provide federal funds to assist the states in improving the health of school children was introduced into Congress February 17 by Representative Howell of Illinois. The bill would provide \$12,000,000 the first year and \$18,000,000 a year thereafter. Half of the federal appropriation would be matched by the states. The other half would be allocated to the states on the basis of need and the program would be administered by the Federal Security Administration.

### School Health Services Bill

A bill to extend grants-in-aid to the states for the improvement of school health services has been initiated by *Parents Magazine* and is being referred to congressional committees (the public health subcommittee of the interstate and foreign commerce committee of the House, and the education and public welfare committee of the Senate) for further discussion.

The proposed legislation authorizes an appropriation of \$12,000,000 the first year and \$18,000,000 annually thereafter to be allocated to the states to "enable them to establish and develop school health services for the prevention, diagnosis and treatment of physical and mental defects and conditions of school children." The bill would also enable the Children's Bureau to give demonstrations and to "provide for the training of personnel for state and local school health services through grants to accredited

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**B**UILT like a fine watch—powered by a steady, smooth-running motor and mechanism that purrs through reel after reel without a flutter or a jump—so simple, a 12-year-old can operate it—that's the new DeVRY 16mm. sound-on-film projector that gives you:

The ultimate of sound, whether it be crisp, clear, intelligible conversation, or the full majesty of symphonic music... clear definition of image... uniformity of illumination over the screen's entire surface... soft, natural brilliance that assures viewing comfort because it is kind to the eyes.

The new DeVRY is a 3-purpose unit that (1) **SAFELY** projects both sound and silent films; (2) that shows **BOTH** black-and-white and color films without extra equipment; and (3) whose separately-housed 30 watt amplifier and sturdy 12-inch permanent magnet speaker afford portable Public Address facilities—indoors and out. DeVRY CORP., 1111 Armitage Ave., Chicago 14, Ill.

Make DeVRY'S new Film Catalog your source of 16mm. sound and silent motion picture films... for sale or rent.

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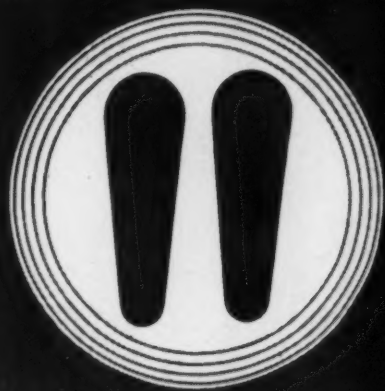
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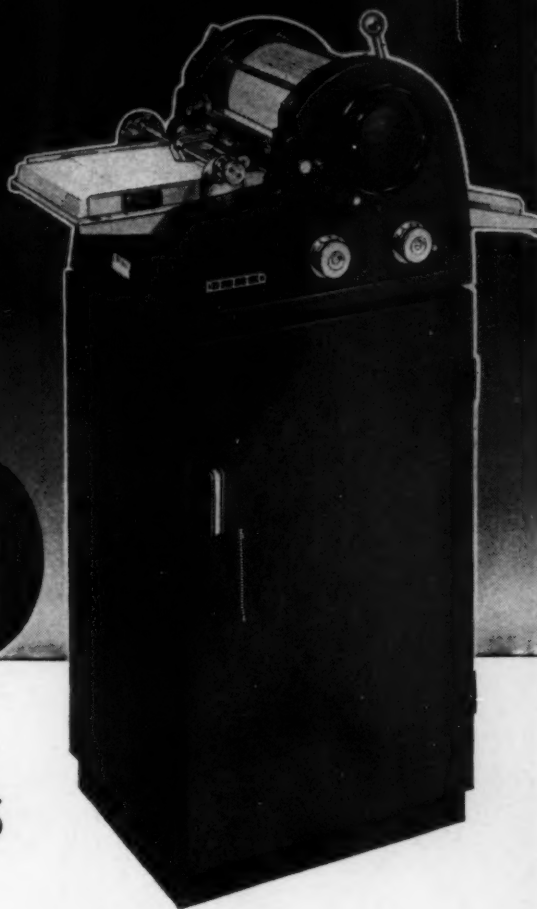
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schools of public health or other professional institutions."

A national advisory committee on school health services would be created and the provisions of the bill would be administered through the Children's Bureau. Grants to the states would be made on a formula basis and only after a state plan had been approved by the state.

### **Army Will Compromise**

The War Department has indicated its willingness to reduce the size of the regular army if, in so doing, it can be assured that Congress will approve military training.

The army apparently recognizes that an economy minded Congress will not be likely to pass legislation requiring an annual expenditure of more than \$1,250,000,000, in addition to the present war and navy requested appropriations.

Consequently, it has proposed a reduction of the regular army from its present authorized strength of 1,070,000 to 875,000.

### **Antidiscrimination Legislation**

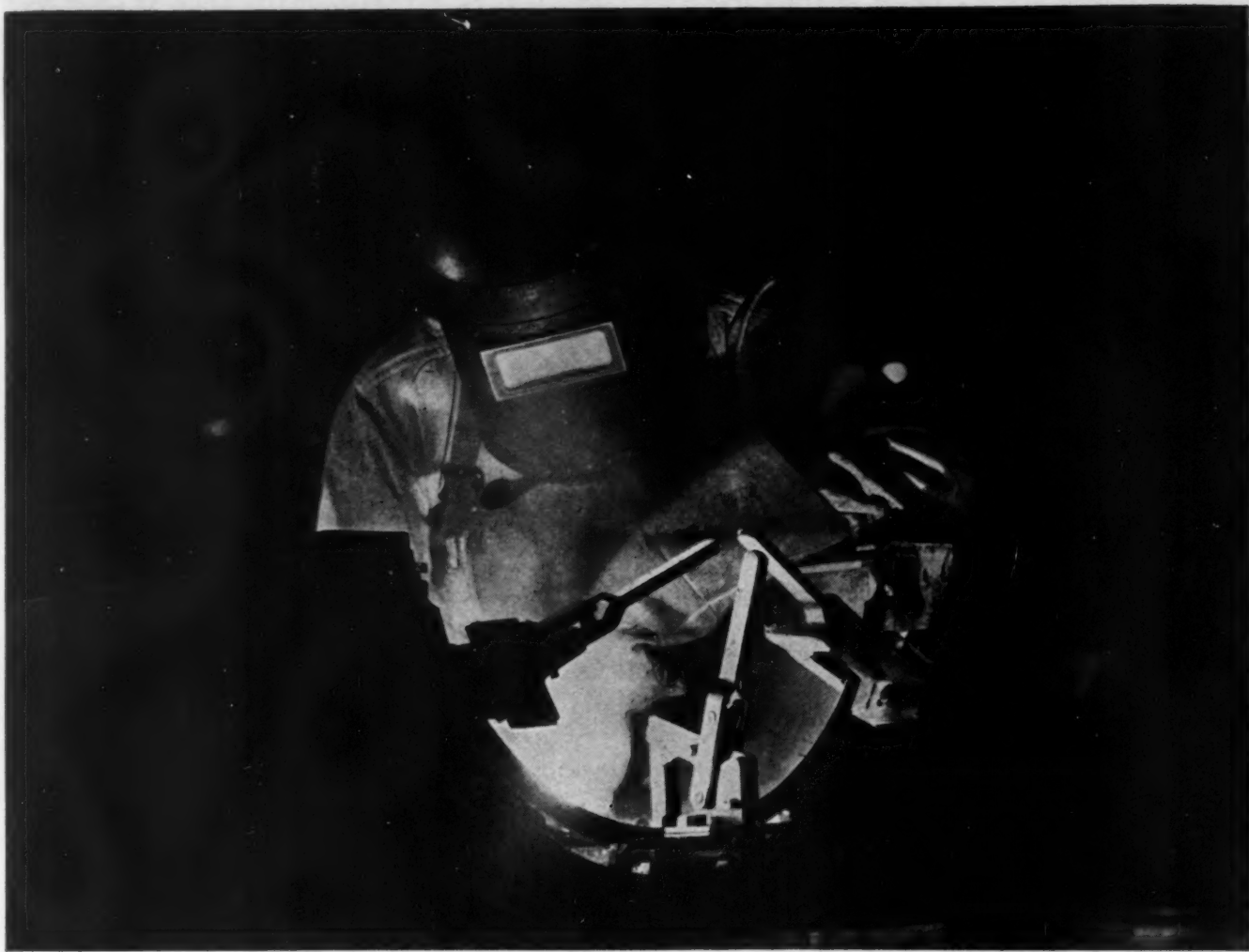
Legislation to assure fair employment practices in relation to "race, creed, color, national origin and ancestry" has been reintroduced into the 80th Congress by Representative Powell (H.R. 806) and by Representative Celler (H.R. 936). Hearings were held during February.

Another form of antidiscrimination legislation was introduced by Congressman Klein (H.R. 867) which would prevent payments by the Veterans Administration to "any educational or training institution holding itself out to the public to be nonsectarian which engages in a practice or pursues a policy of discrimination in the admission of, or in providing the full use of its facilities by, any eligible veterans, otherwise qualified, by reason of race, creed, color, national origin or ancestry of such person or persons."

### **New Direction for Nonhousing Work**

Standards under which C.P.A. reviews applications for nonhousing construction are included in Direction 3 to Veterans' Housing Program 1 (VHP-1) issued February 12.

The new direction continues the granting of permits for "essential and nondeferrable" construction which includes, among others, facilities for primary and secondary schools, if present facilities are unsafe or inadequate to house pupils in a single session program; classrooms, laboratories, libraries, shops or other educational facilities indispensable to the veterans' educational program under Public Laws 16



## NOISE *Glares*, TOO!

When light is too glaring, eyelids protect your eyes.

But when *noise* is nerve-wracking, you have no "earlids" to protect your ears. And in school harsh noise is as "glaring" as harsh lighting—and as needless.

For just as the proper filter removes irritating glare from an otherwise efficient light, Acousti-Celotex\* drilled cane fibre tiles remove the irritating and annoying *reflected* sound waves that make a room noisy—that distract and fatigue both pupils and teachers.

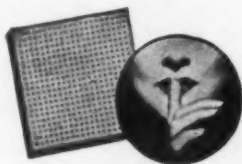
By absorbing these sound waves Acousti-Celotex *cuts the noise short a split second after it's born*—causes it to die out many times faster than it would in an untreated room. This results in the Quiet Comfort that soothes nerves and lessens the fatigue of staff and students.

That's why more schools sound condition with Acousti-Celotex drilled cane fibre tiles than with any other acoustical material. It's efficient, good looking, economical, permanent—and can be repeatedly painted.

Remember, too, your Acousti-Celotex distributor is a member of an organization with the combined experience of more than 100,000 acoustical installations. Consult with him with confidence. His advice is yours absolutely without obligation. A note to us will bring him to your desk.

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and 346. It also permits minimum repairs or maintenance work to keep a building in use or prevent serious damage to the structure.

#### Controls Eased on Molasses, Sugar

The Office of Temporary Controls has modified existing regulations regarding molasses and sugar. Inedible molasses has been freed from both use and distribution controls. Private importation of blackstrap molasses is now permitted, if import licenses are procured under C.P.A.'s import order, M-63.

Increases are permitted in sugar

prices of 18.5 cents per hundred pounds for raw cane sugar and 20 cents per hundred pounds for other direct consumption sugars. These increases are allowed to ensure the continued importation of Cuban sugar into the United States. The Department of Agriculture was authorized to continue the reimbursement of importers of refined sugar from Cuba and Puerto Rico for certain excess costs.

On February 6 it was announced that an adjustment would be made in wholesale and retail allowable sugar inventories to permit dealers to provide for increased demands.

#### Changes in Priorities Regulations

Recently announced amendments to Priorities Regulations 1, 2 and 7 continue controls upon new lists of building and other materials and equipment and describe restrictions on sale and removal of surplus government installations. Copies of the amendments can be procured through regional F.P.H.A. offices.

#### A.M.G. Needs Teaching Materials

Printed matter of general educational, cultural or scientific interest has been requested by the American Military Government for distribution among 49 U. S. information centers established in former enemy countries. These centers, besides providing library facilities, will be used as channels for distributing material to individuals and institutions.

The materials needed include books, periodicals and pamphlets on such subjects as agriculture, architecture, education, engineering, fine arts, modern history, medicine, music (including sheet music), philosophy, religion, social sciences (especially material on social welfare work and youth activities), and science and technology (except military, aeronautical and similar material), and children's books.

Not desired are works of purely local or regional interest, out-of-date material or light fiction.

Addresses of the centers and information regarding mailing can be procured from War Department Civil Affairs Division, Attention: Chief, Instructional and Cultural Materials Section, Reorientation Branch, 4B871 Pentagon Building, Washington 25, D. C.

#### Long-Supply Items Available

The War Assets Administration has announced that a number of important materials are in long supply and can be procured by educational and health institutions at 95 per cent discount. These materials include more than \$1,000,000 worth of scientific testing and measuring devices suitable for school laboratory use in biology, zoology, animal husbandry and related courses.

Other items of interest to schools include water purification units, thermo-compression distillation units, carbon paper, typewriter ribbons, child care equipment units and clinical and infirmary units.

Eligible schools should submit orders or letters of intent to their state educational agencies for surplus property.

#### Department of Veterans' Affairs

Edith Nourse Rogers (Mass.) has introduced a bill, H.R. 580, to create



## TERRIFIC TRAFFIC calls for PYRA-SEAL

Dash - Rush - Scramble . . . is the spirit that dominates the younger set. Exuberance! They seldom walk . . . but glide . . . and slide and run. For a floor to stand such punishment you need PYRA-SEAL.

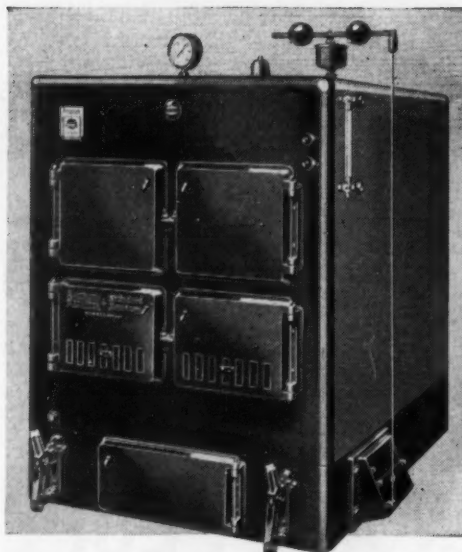
PYRA-SEAL treated floors are as tough as they are beautiful. PYRA-SEAL forms a hard, lustrous seal of protection, giving a durable slip-resistant finish that can stand tremendous punishment from active feet without showing scratch or scar. Impervious to acids, alkalis, alcohol, ink, hot or cold water. PYRA-SEAL is the perfect answer for class rooms, halls, and gym-floors.

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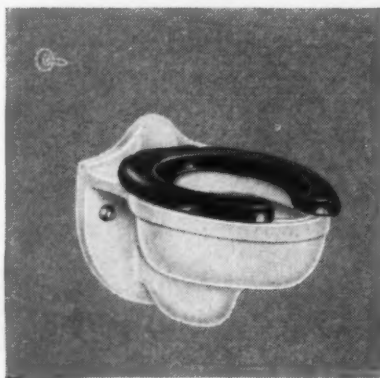


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NO. 4. REDFLASH Boiler. Shipped in sections...easily assembled in old or new buildings. Large fire-box has abundant coal-carrying capacity, minimizes fueling attention. Long flue travel assures operating efficiency. Front blow-off tapping, large flue doors, and wide ashpit permit easy maintenance. Available for coal, oil, or stoker firing.

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INSTANTO Water Closet. Made of genuine vitreous china...smooth, hard, and non-absorbent...with elongated bowl for extra sanitation. Wall-hung for easy floor cleaning. Vigorous blowout flushing action assures thorough cleansing of the bowl. Church Sani-Black seat is tough, hygienic, indestructible.



EXPELLO Urinal. Can be installed for automatic or foot valve operation. Designed to function like a water closet, with a large outlet to insure thorough flushing. Wall-hung installation keeps floor area clear and permits setting at proper heights for children of all ages.

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■ You who purchase for schools must be sure that the heating equipment and plumbing fixtures you buy will do their jobs thoroughly and efficiently. The most efficient equipment is always the most economical.

It will pay you to heed the recommendations of school officials who have had experience with American-Standard Heating Equipment and Plumbing Fixtures. They have found that American-Standard products are economical...easy to maintain...durable...attractive.

When you are in the market for heating equipment or plumbing fixtures, consult your Heating and Plumbing Contractor. He will help you select the products most suitable for your school. And he'll see that they are properly installed. American Radiator & Standard Sanitary Corporation, P. O. Box 1226, Pittsburgh 30, Pennsylvania.



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a new Department of Veterans' Affairs with a secretary of cabinet rank. The bill has been referred to the committee on expenditures in the executive departments. The creation of such a department would change the present organization of the cabinet from a functional division to a segmental one since veterans are also in the fields of labor and agriculture.

#### Would Extend Social Security

The eleventh annual report of the Social Security Board recommends the extension of social security benefits to all gainful workers. In the groups now

excluded from federal old age and survivors' insurance are employees of non-profit organizations and institutions.

The report also recommends the extension of present security legislation to include unemployment, health and disability insurance as well as an increase in existing benefits.

#### Transfer of Public Works to States

Public works, properly chargeable to the federal government as an expense of war, may be transferred without cost to states and their instrumentalities if the Congress enacts S. 452, introduced by Senator McCarran. The bill in-

cludes public works acquired "to supply the needs caused by the abnormal influx into certain localities of civilian workers and members of the armed forces during the recent war" and makes specific reference to educational and recreational facilities.

#### Hearings on G.I. Benefits

The House veterans' affairs committee is holding hearings on the more than 50 bills to increase veterans' benefits under Public Law 346. The major changes proposed include: lifting the present ceiling of combined subsistence pay plus earned income; increasing the amount of subsistence payments to veterans in education and training; extending the time in which the veteran may take up his option on education.

It is anticipated that after extended hearings the veterans' affairs committee, of which Edith Nourse Rogers is chairman, will write its own bill.

#### U.S.A.F.I. to Be Continued

The war and navy committee of the United States Armed Forces Institute has announced that the U.S.A.F.I. program will be continued for military personnel. Through correspondence courses and the use of self teaching and standard texts, approximately 240,000, or one in seven of the men and women now in the armed forces, are continuing their education. Total enrollments in U.S.A.F.I. since the program was initiated in 1942 have been in excess of 1,700,000.

#### Facts About Subsistence Payments

The backlog of nonpayment of subsistence to veterans under the G.I. Bill of Rights has been sharply reduced, according to an announcement by the Veterans Administration February 12.

The V.A. warns, however, that veterans and the schools must continue to cooperate with the administration by supplying needed information completely and promptly if subsistence payments are to be made on time.

#### Education Office Reports

The annual report of the U. S. commissioner of education points out: the need for adequate life adjustment education to reduce delinquency, the seriousness of the shortage of well trained teachers and the increase in the international aspects of the work of the Office of Education.

Describing the need for "life adjustment education" for American youths who neither enter college nor go into skilled trades, Commissioner Studebaker states:

"The people of the United States desire broad educational opportunities

## CHILDREN ARE PEOPLE!



Children — like most people — appreciate goods and services which are better than average — for example, the towel service in your school washrooms. Mosinee Towels possess features of strength, absorbency and softness which provide a high standard of service. Proper washroom supervision will build in students a respect for Mosinee Towel quality which will assure efficient, waste-reducing towel service.



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## APPLICATION

Clean surface thoroughly, using Wyandotte F-100\* as directed. Rinse. When dry, apply two thin uniform coats of Wyandotte Anti-Slip Washable Wax with a mop, cloth or applicator. Allow 20 minutes between coats. Each extra coat means added beauty, less slipping and more wear.

## DRY CLEANING

Surface dirt and scuff marks can be removed with a push broom, dry

mop or polishing machine. Worn spots and traffic lanes can be rewaxed without showing an overlap.

## WASHING

For very soiled areas, mop with Wyandotte F-100\* as directed. Rinse. When dry, apply additional coat on worn areas only. Wyandotte Wax is really washable. Routine mopping won't remove it and that means *economy!*

Call your Wyandotte Representative today for complete information about this great new Wyandotte product.

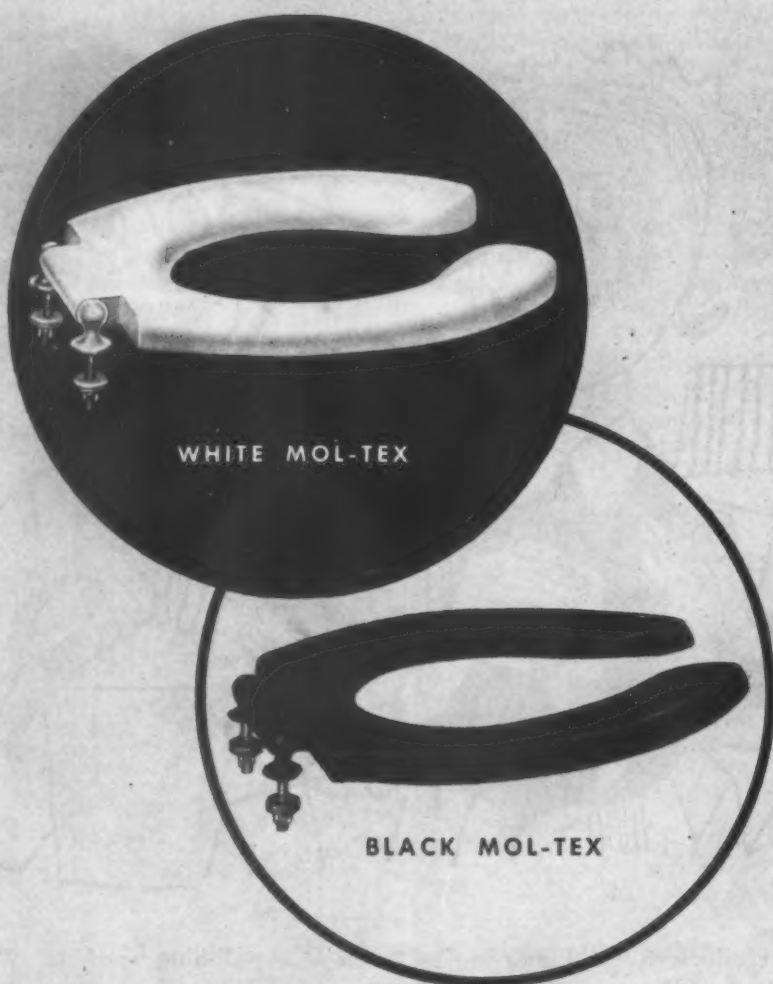
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for all youths. It is increasingly evident that they regard a secondary school education as the minimum opportunity for all. They recognize the wide variability in abilities, capacities, interests and needs of youth and properly expect that the secondary school program shall be effectively designed to serve individual students accordingly. To develop a citizenry which is competent in the skills of the democratic culture and procedures, with common ideals and a dynamic faith in the American way, is the overriding assignment which the American people have given the secondary school."

With regard to the shortage of well trained teachers, the commissioner points out that while the situation is most serious in the elementary schools, where one out of every eight teachers holds only an emergency certificate, the shortage is also acute in secondary schools and colleges. He sees the present expansion at these levels indicating a continuing trend, thus preventing any decrease in the present demand for qualified teachers.

The increasing activity of the office of education in international education is indicated by the fact that three times as many requests from foreign students for evaluation of credits are now being received as were received during the prewar period.

## ADMINISTRATION

### Progress Since 1938 in N. Y. State

Since the 1938 regents' inquiry into the character and cost of public education in New York State, most of the 935 recommendations made in the study have been put into practice, according to Francis T. Spaulding, state commissioner of education. Reappraisal of the recommendations was made last July. Concerning those proposals on which little, if any, progress has been made, Dr. Spaulding stated that the state department intends to reexamine these in the light of present educational needs which have changed since 1938.

Failure to establish in each school a guidance system and to supply school psychologists and psychiatrists is ascribed to the schools' lack of personnel and funds.

### Survey in Pennsylvania

Edgar C. Perry, superintendent at Indiana, Pa., has obtained information from approximately 40 school districts on the following questions: (1) the sliding scale suggested in the school code on the retirement age of teachers, (2) inclusion of a cost-of-living bonus, if any, in teachers' salary figures used



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for retirement purposes, (3) cumulative provisions for absence due to personal illness and death in the family.

With regard to the first question, he found that 15 districts, or 38 per cent, are following the sliding scale. Regarding the cost-of-living bonus as part of total salary, he found that 23 districts, or 59 per cent, include it in the salary. Of the 16 districts remaining, 8 have no cost-of-living bonus.

The returns on question 3 showed that 41 per cent of the districts surveyed have rules governing absence of employees which embody cumulative provisions.

## Reports on Psychiatric Survey

Dr. Jack Hertzman, Cincinnati board of education psychologist, reported at a recent convention of the American Orthopsychiatric Society on a survey of junior and senior high school pupils with regard to mental disturbances. The survey disclosed that half of the pupils evidenced anxieties, allergies, stuttering, dietary disorders or sleep difficulties that may be linked to mental problems. The survey was made during three years of World War II and was based on a questionnaire similar to one used in the armed forces.

Dr. Hertzman's study is said to be the first of its kind in this country. The necessity of evaluating pupils' problems before the junior or senior year of high school was pointed out since many disturbances can be helped by proper psychiatric counseling in school and by patient and understanding teachers.

## Teaching Disparaged

One of the factors which is hindering Florida in the improvement of its schools, says the Florida Citizens' Committee, is the obtaining of enough capable administrators and well trained teachers.

Faculty members at the University of Florida and other institutions display "unconcern or open disparagement" toward pupils who are preparing to be teachers, the committee says. Improving this atmosphere is a matter of major importance. In its place a genuine interest in education should be displayed and a high regard for the rôle played by teachers.

The citizens' committee has recommended the immediate inauguration of a program to interest pupils in teaching which should be at least as efficient "as the program for attracting tourists and new industries." State institutions should expand and adjust the scope of their offerings to meet the needs of Florida's improved public school program, since many new services will be needed.

## Pay Not an Issue in This Strike

Bunn High School at Bunn, N. C., was closed for more than a week recently by a walkout of its 17 teachers who said they could not continue to teach under "threats of violence" from townspeople who sided with Lucy Wiggs, a teacher for twenty years, in a row with Principal O. G. Thompson. Many of the teachers supported the principal in his attempt to transfer Miss Wiggs to another class after she had disciplined his 12 year old son.

## Potential Teacher Supply

Teaching may again become financially attractive if rumors prompted by Republican declarations are translated into facts! The most recent statement emanating from Capitol Hill is that 500,000 employees must be cut from the federal pay roll by July 1.

Time was when a government job was reasonably secure although not well paid. During the war, government employees were well paid but there is now little security for them. How many of these individuals will have the qualifications or the desire to teach school is problematical but



This trough catches spilled foods and carries them to the waste line — keeps the machine free from a good deal of scrap, so it can do a better job. Fine for any rack type machine.

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And the dishes come out spotless and sanitary, because this smallest Champion has forceful direct sprays like those of the Hydro-Drive Champions for rack type automatic feed, and the big belt conveyor Champions.

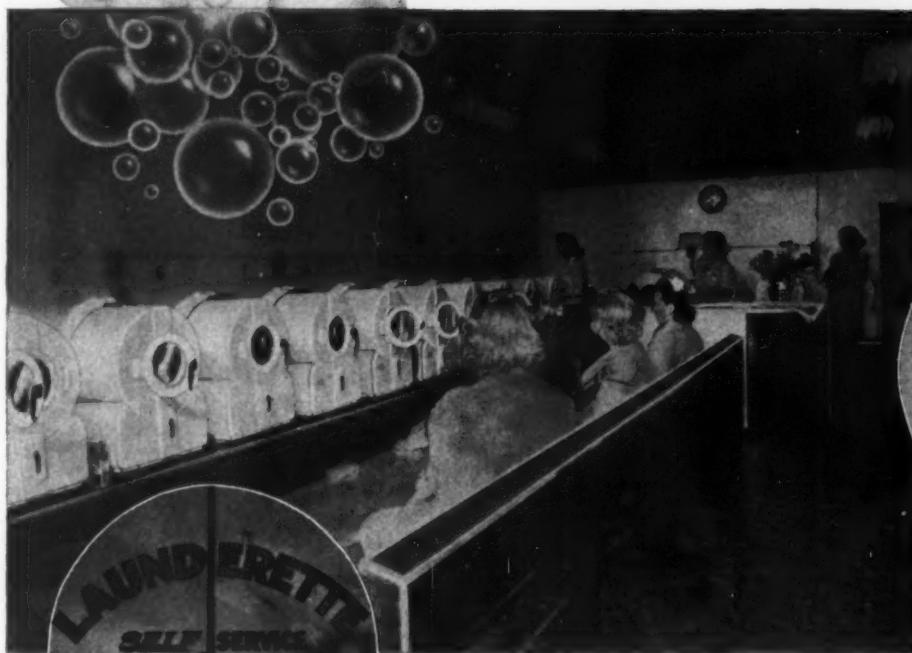
Whether your needs are large or small, let us help you to get the right machine, in the right layout. We'll gladly send you the Champion Catalog. Champion Dish Washing Machine Co., Erie, Pa.

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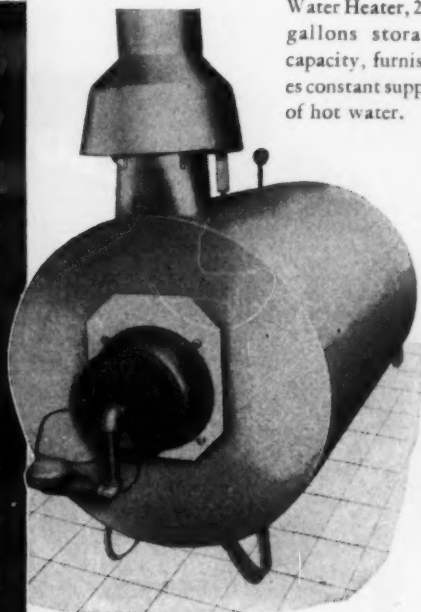
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Automatic GAS Water Heater, 254 gallons storage capacity, furnishes constant supply of hot water.

**W**HEN you want hot water, in unlimited supply at the desired temperature, any hour of the day or night, you need only specify water heating by GAS.

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at least one highly competitive field is decreasing in importance. Combine this fact with the pressure for higher salaries and tenure for teachers and we may be on the way to meeting the shortage of well trained teachers.

#### Pennsylvania's Need for Teachers

C. O. Williams, director of teacher education extension at the Pennsylvania State College, cites a great need for trained men and women to teach exceptional children, such as the physically or mentally handicapped or mentally superior, explaining that Pennsylvania provides a subsidy for

these teachers. Junior colleges, which are new in the state, also offer great opportunities. There have always been teacher shortages, Mr. Williams explains, in home economics, music, art, physical education and elementary schools. Counseling services are being set up in schools throughout Pennsylvania to advise high school pupils of the opportunities open to teachers.

#### 1946 Birth Rate Still High

Trends in population have significant implications for school planning. The U. S. Public Health Service recently announced that births in 1946

exceeded those in 1945 by 16 per cent. The more than 3,000,000 births exceeds the previous maximum in 1943 and 1946 is the fifth consecutive year of high birth rate, following the relatively low rate during the depression.

The states with the highest birth rates per thousand in 1945 (the year for which complete figures are now available) were Alabama, Idaho, Mississippi, New Mexico, North Carolina, North Dakota, South Carolina, Utah and Virginia. Those with the lowest were Illinois, Massachusetts, Missouri, New Hampshire and New Jersey. The range was from 27.3 births per thousand in Mississippi to 18.4 in Illinois.

## MEETINGS

#### Institute on Intergroup Relations

An institute on "Improving Behavior Patterns in Our Community Life Through Intergroup Understanding" was held in Washington recently. Jointly sponsored by the National Conference of Christians and Jews and the American Council on Education, the institute was attended by some 300 teachers, school administrators and social and religious workers—whites and Negroes, Catholics, Protestants and Jews.

Hilda Taba, director of a study of intergroup education in elementary and secondary schools, and Lloyd Allen Cook, director of a similar study in teachers' colleges, summarized the activities being carried on in 26 school systems and some 20 colleges.

The discussion groups, set up on the basis of various age levels of pupils, analyzed a series of tension situations and sought ways to lessen or eliminate intergroup tensions. All discussants agreed that they were dealing with more than a race problem or a religious problem and that intergroup conflict was caused also by cultural and economic differences. The only solution which seemed practicable was the developing of activities in which children and adults of all groups could share.

There was general agreement that involuntary segregation often tends to increase intergroup tensions. It was recognized, however, that such segregation results from deep seated attitudes which change slowly and that the effort to eliminate segregation more rapidly than community attitudes can be changed may delay the elimination of racial segregation. It was also emphasized that intergroup tensions could not be lessened by the school alone or by parents and teachers' working together. The community itself must change its patterns of behavior.



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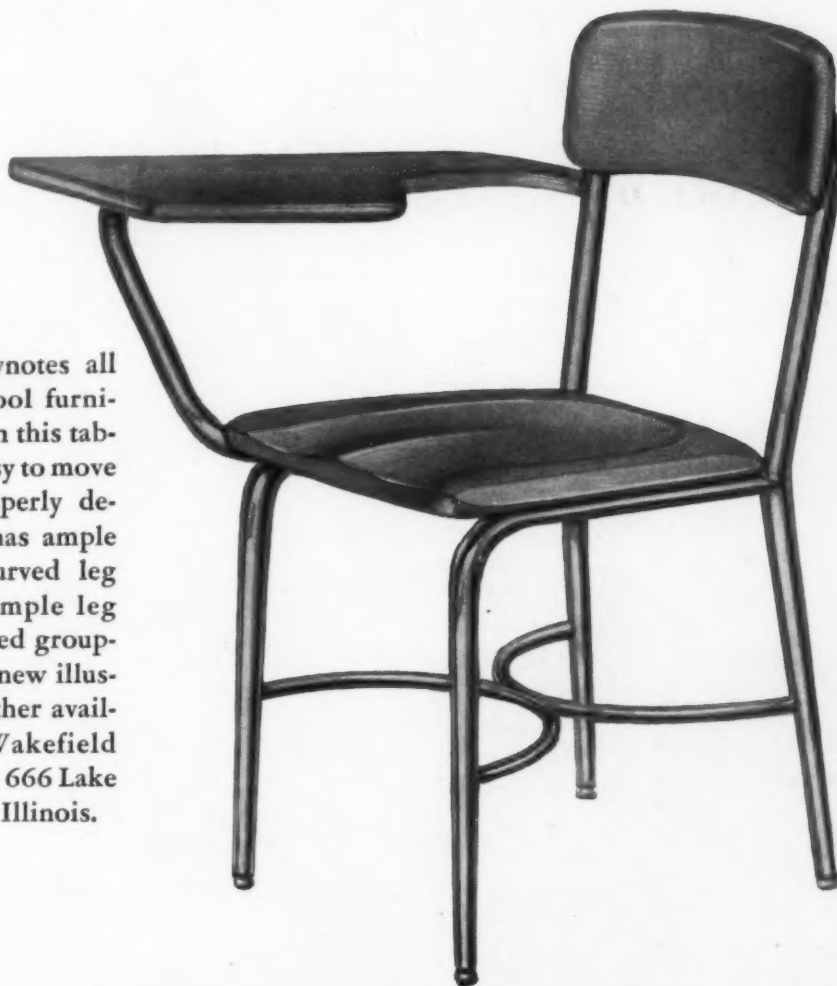
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## AUDIO-VISUAL AIDS

### Film Council of America

Officers and representatives of the Film Council of America met in Chicago recently to perfect plans for a permanent organization and prepare drafts for a constitution that was considered by the A. A. S. A. at its Atlantic City meeting. National headquarters of the council are in Room 1128, Manhattan Building, 431 South Dearborn Street, Chicago 5, Ill.

A booklet, "Speaking of Films," has

been prepared by Thurman J. White, University of Oklahoma, to assist in developing local film councils.

### Movies and Radio Programs Upheld

A study is being made by Dr. Clarence B. Allen, professor of education at Western Reserve University, to determine the effects of movies, radio programs and comic books on children. Dr. Allen maintains that no child ever went wrong because of a radio program or a movie alone. "He has had the tendency or the attitude beforehand and the movie merely gives him the technic to carry it out." Dr.

Allen believes that children cannot grow up in America normally without movies and radio programs.

Homework, according to Dr. Allen, cannot compete effectively with them nor should it have to. Homework should be done during a lengthened school day, leaving the child free for recreation in the evening.

### Dog Hero in Safety Film

"A Day With Fawn," a technicolor safety film featuring a Seeing Eye dog and his mistress, Anita Blair, is being shown in elementary and some high schools of the Middle West at the present time.

Miss Blair and Fawn came into national prominence at the time of the La Salle Hotel fire in Chicago, where as residents of the hotel they did some rescue work, and this led to the making of the color film. Emphasis of the film is on safe crossing of the street and other traffic rules, as demonstrated by Fawn. Miss Blair, following the picture (which runs 23 minutes), makes a little safety talk and the dog does a few tricks to the delight of young audiences. Miss Blair, who lost her sight in an automobile accident, trained as a history teacher.

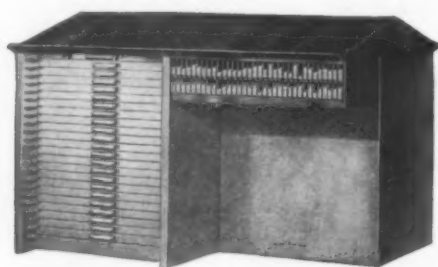
In South Bend, Ind., where Miss Blair, Fawn and the film appeared late in February, the police department joined with the schools on the project. School systems wishing to learn about or to book the film may write Miss Blair at the Palmer House, Chicago.

### Russian Courses Proposed

A proposal to introduce a Russian language course in at least one high school of each borough in New York City is being studied by school officials.

### Coming Meetings

- Alabama Education Association, Birmingham, March 20, 21.
- American Association for Adult Education, U. S. Hotel Thayer, West Point, N. Y., May 12-15.
- American Association for Health, Physical Education and Recreation, Seattle, April 21-26.
- American Education Week, November 9-15.
- Association for Supervision and Curriculum Development, N.E.A., Sherman Hotel, Chicago, March 23-26.
- California Elementary School Principals, San Diego, March 30-April 2.
- Georgia Education Association, Hotel De Soto, Savannah, April 23-26.
- Michigan Education Association, Representative Assembly, Lansing, March 28, 29.
- Mississippi Education Association, Hotel Edwards, Jackson, March 20-22.
- National Catholic Educational Association, Boston, April 8-10.
- North Carolina Education Association, George Vanderbilt Hotel, Asheville, March 27-29.



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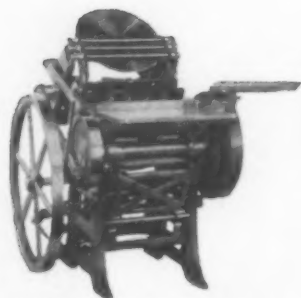
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## MISCELLANEOUS

### Catholic Concepts of Human Rights

The American Hierarchy of the Roman Catholic Church has released through the National Catholic Welfare Council a 50 point "Declaration of Human Rights" concerning the rights and obligations of man, the family, the state and the international community.

The statement was drafted by a committee of scholars, laymen and the clergy and has been submitted to the United Nations Committee on Human Rights, headed by Mrs. F. D. Roosevelt.

The "rights" which have significance for education include:

"Education suitable to man's dignity as a human person.

"Assistance through community services in the education and care of the children.

"Enforcement of citizens' respect for the rights of minorities.

"Religious formation through education and association."

### Council of Social Studies Yearbook

The seventeenth annual yearbook of the National Council for the Social

Studies entitled "The Study and Teaching of American History" is scheduled for publication shortly. The book stresses the importance of American history in the development of intelligent citizens and urges its retention as a separate school subject. The coming of the atomic age has made a new approach to history essential. Because of the rôle of the United States in world affairs, the historians propose that American history courses give increased emphasis to international relations. If American history is to be made more meaningful to pupils, it will have to be taught with the aid of audio-visual materials and should be integrated with the teaching of American literature, music and the arts.

### Yale Tour Abroad This Summer

The Yale University department of education this summer will launch a foreign study tour of schools in the British Isles to be conducted and administered as a graduate course of the university. The group, under the direction of Prof. George F. Kneller, research associate in education, will leave at the end of June and spend about six weeks visiting representative schools, both privately endowed and tax supported. The tour will include Limerick, Ireland; Edinburgh, Scot-

land; Oldham, Oxford and London, England; toward the end of the tour the group will go to Paris and to the chateaux district of France.

A limited number of students, preferably those interested in teaching or teachers-in-service, will be enrolled, with eight semester hours' credit granted upon completion of course requirements. These will include preliminary study and subsequent preparation of papers. Enrollment is not limited to Yale students. Arrangements for the tour are on a cooperative non-profit basis and further information can be obtained from Prof. Kneller.

### U. S. Visiting Experts Program

To aid the cultural rehabilitation of the occupied countries, the War Department has launched a Visiting Experts Program, whereby prominent men and women in the intellectual and cultural life of the United States are borrowed from their civilian posts for from thirty to ninety days and sent overseas to confer and work with Military Government officials and German and Japanese leaders in their respective fields.

"The experts will assist in reorganizing the German and Japanese educational systems at all levels, in introducing new research methods for the



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# For Elementary Schools

## New RCA VICTOR Record Library



### UNBREAKABLE- LONG-WEARING

21 ALBUMS-83 RECORDS  
...370 COMPOSITIONS

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## A Basic Music Library for the Classroom . . . easily within the budget of every school

Here are 370 basic compositions—music of the masters, contemporary and modern works—selected by leading authorities in music education to meet the needs of teachers in presenting music as an integral part of the elementary school curriculum.

For convenience the 83 records are arranged in 21 albums. Bound in each album are comprehensive notes for teachers applying specifically to the musical content of each. Members of two world-famous symphony orchestras made up the recording orchestra; vocalists were chosen for naturalness

of tone, diction, and imagination in singing to children. A new compound provides unbreakable and long-wearing records. Recordings are made by the latest electronic methods developed by RCA.

Priced at \$98.75 for the complete library, it is a practical and economical buy for every elementary school. Individual albums are \$4.75 each. All prices are suggested list prices, exclusive of taxes. Write for the 18-page descriptive booklet explaining fully the uses of the RCA Victor Record Library for Elementary Schools.



## RADIO CORPORATION of AMERICA

EDUCATIONAL DEPARTMENT, CAMDEN, N.J.

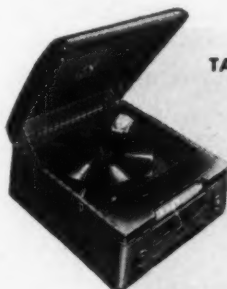


TABLE MODEL VICTROLA\* (65U)

compact, beautifully styled radio-phonograph, ideally suited to classroom needs, has new "Golden Throat" tone system and "Silent Sapphire" pick-up . . . plays up to twelve records automatically.

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social sciences and in evaluating the intellectual production of the occupied countries along such lines as books, magazines and newspapers. They will also assist in implementing the recommendations of the United States Education Missions to Germany and Japan."

#### Youth Hostels Revived

The Youth Hostel movement, interrupted by the war, is being revived both in the United States and abroad. Plans for a trip to Europe this summer by members of the American Youth Hostels are being worked out by the

national organization and local groups in Washington, D. C., and other cities. Members of the organization in this country are being asked to help reestablish the bombed hostels in Europe.

#### To Fight "Horror" Entertainment

A newly formed National Council for Youth Entertainment will seek to eliminate horror from radio programs, comic books and motion pictures.

The organization came into being at a meeting in Washington, D. C., on February 5. Although representation at this meeting was largely local, the council hopes to have constituent

groups in every state, to adopt a constitution and by-laws and to elect officers.

Dr. Winfred Overholser, superintendent of St. Elizabeth's Hospital, Washington, stated that children's entertainments which can be described by the word "horror" often act as "encouragements to the wrong sort of conduct." He pointed out that public acceptance prompts their offering and that only public disapproval can banish them.

"Education is the answer," he declared.

#### Pupils Purchase Youth Center

Fear that the building in which their youth center is located would be sold when their lease expired March 1 and that they would be ejected caused members of the La Grange Corral at La Grange, Ill., to go into action. The Corral serves the Lyons Township high school area.

An option in their lease gave the center the right to purchase the building for \$25,000, which was the challenge the youngsters needed. A drive for funds to "save the Corral" was started and when the canvassing teams made their final reports at the end of ten days, it was found that they had collected \$26,162.25. A dance with refreshments was held to celebrate the victory.

#### New High School Voted

A special school election at Barrington, Ill., to select the site for a new high school and to vote on a bond issue, brought out 1457 voters, representing about 40 per cent of those eligible to vote in the district. The site question received the most attention, a choice being offered between 73 acres of private property and 67 acres of park site. The former received the favorable vote. The \$940,000 bond issue carried with the votes being 1164 for and 138 against.

The architectural firm of Perkins and Will of Chicago is developing plans for the new school.

#### Where Textbooks Fall Down

A survey of children's books and textbooks used in elementary and secondary schools reveals an unintentional perpetuation of errors and myths about the various cultural, national and racial groups in America. It reveals also that there is a serious omission of any basis for the understanding of differences among groups or of ways of lessening intergroup tensions.

The two year study was directed by Howard E. Wilson of the Carnegie Endowment for International Peace and an advisory committee of which

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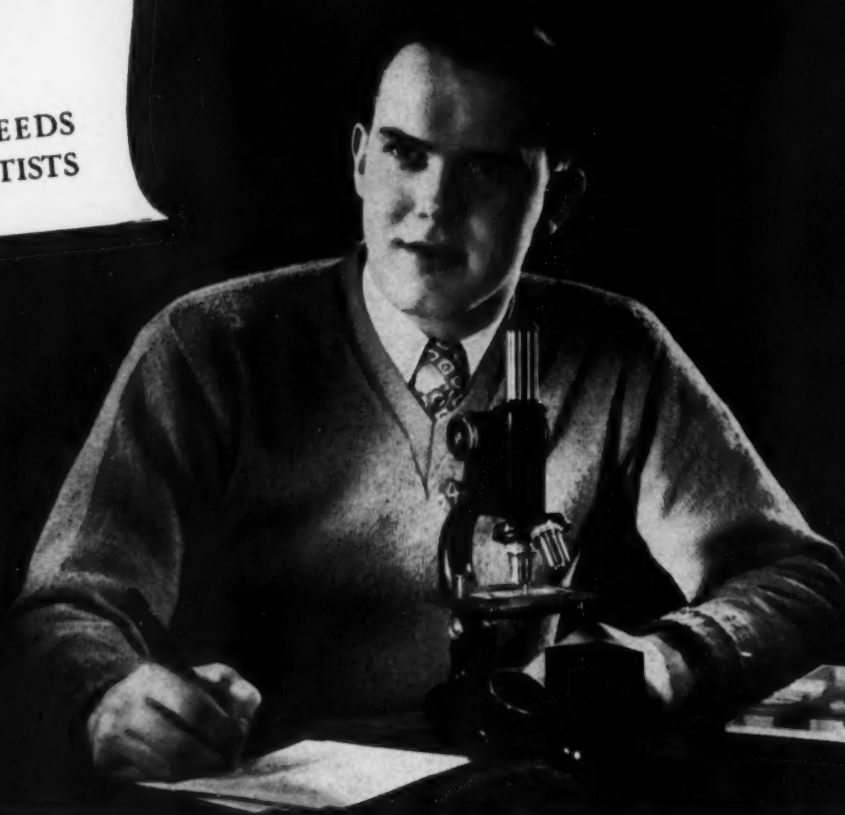
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AMERICA NEEDS  
MORE SCIENTISTS



*"We must begin now to devise  
ways of stimulating interest in science among  
secondary school students"*

—KARL T. COMPTON, President  
Massachusetts Institute of Technology

Ten years from now our war-depleted, inadequate supply of scientific manpower may continue to handicap America's progress . . . *unless* we inspire thousands of scientifically-apt students in our high schools today to prepare for higher education in science. Each one of us can help to accomplish this goal.

We can discuss with young people and their parents the serious shortage of scientists, and the unlimited opportunities

offered by scientific careers. Thus, we can discover many of these potential scientists.

We can encourage them to study mathematical, biological, and physical sciences, paving the way for their advanced college work.

We can promote and organize science award programs for high school students among local industrial and civic groups.

*We must make every effort to increase America's force of scientific personnel.*

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THE FUTURE OF AMERICA DEPENDS ON SCIENTIFIC LEADERSHIP

James L. Hanley, superintendent of schools, Providence, R. I., was chairman.

Presenting the results of his study to some 30 representatives of textbook publishing concerns, Dr. Wilson pointed out that some of the books describe racial and national groups as though all members of the group conform to the general and sometimes uncomplimentary description of the group. He showed that a number of textbooks contain offensive generalizations about such groups as those of Chinese, Japanese or Filipino ancestry and that many at least imply racial inferiority and a "white man psychology."

There is almost no reference to the Jew in America, save for mention of his early contribution to world civilization. Likewise, little reference is made to the Negro in our modern life although there are extensive descriptions and pictures of old time Negroes as slaves.

Dr. Wilson insisted that curriculums be revised so as to include a realistic and comprehensive analysis, adapted to the age level of the child, of the influence of the group upon the personality development of the individual and an understanding of intergroup patterns of behavior.

## PUBLICATIONS

**A Comparative Study of the College Preparation, Teaching Combinations and Salaries of Kansas High School Administrators and Teachers.** By Gene K. Lockard. No. 31 in the Studies in Education series published by the Kansas State Teachers College of Emporia.

**Keep Our Press Free.** By Robert R. Cushman. A discussion of the struggle to keep the American press free and of the private threats to its independence resulting from the fact that publishing has become big business. Public Affairs Pamphlet No. 123. New York 16, N. Y.: Public Affairs Committee, Inc., 22 East Thirty-Eighth Street. 10 cents.

**What Do You Know About Blindness?** By Herbert Yahraes. A plea for blind persons to be given opportunities for work and to be treated like other human beings. Public Affairs Pamphlet No. 124. New York 16, N. Y.: Public Affairs Committee, Inc., 22 East Thirty-Eighth Street. 10 cents.

**Rheumatic Fever, Childhood's Greatest Enemy.** By Herbert Yahraes. Contains the facts about rheumatic fever and points to the need for community action on a broad scale in combating this greatest cause of death in the United States. Public Affairs Pamphlet No. 126. New York 16, N. Y.: Public Affairs Committee, Inc., 22 East Thirty-Eighth Street. 10 cents.

**Occupational Therapy, a Pioneering Profession.** A brochure for vocational counselors describing the newest developments in the occupational therapy field and the employment opportunities. New York 18, N. Y.: American Occupational Therapy Association, 33 West Forty-Second Street.

**Establishing and Operating a Restaurant.** Prepared by Mary DeGarmo Bryan, Alberta M. Macfarlane and E. R. Hawkins as an edu-

cation manual for the War Department. A practical guide for experienced persons planning to start their own business in this field; also contains helpful material for school food service directors and cafeteria managers. Washington 25, D. C.: Superintendent of Documents.

**Your Children's Schools.** Prepared by parents for parents of children who are to enter the elementary schools of Wellesley, Mass., for the first time, answering every conceivable question which might be asked on such matters as school assets, entering school, attendance, getting to school, lunches, clothing, keeping well, grades and reports of progress. Wellesley Hills 82, Mass.: Supt. Arthur E. Pierce, Wellesley Public Schools, Rice Street.

**Strengthening the Congress, a Progress Report.** By Robert Heller. The author shows to what extent recommendations made in 1945 have been incorporated into the Legislative Reorganization Act of 1946 and describes the immediate job. Washington 6, D. C.: National Planning Association, 800 Twenty-First Street, N.W. 25 cents.

**One World in School.** A bibliography by Louella Miles of materials useful in combating prejudice for teachers and all others interested in establishing satisfactory intergroup relations as a basis for permanent peace. Montgomery 1, Ala.: American Teachers Association, P. O. Box 271. 1 to 5 copies, 35 cents each. Rates on quantities.

**Opportunities in Market Research,** by John H. Platten Jr.; **Opportunities in Finance,** by Sam Shulsky; **Opportunities in Travel,** by Don Short. Vocational guidance manuals giving the essential information in each field for those wanting to choose their life work, giving the requirements, analysis of jobs in the field, opportunities and bibliographies. New York City: Vocational Guidance Manuals, 45 West Forty-Fifth Street.

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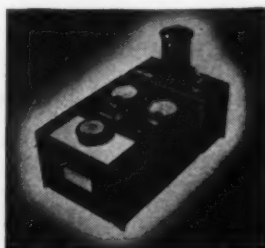
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The 5700 pupils at Austin High School in Chicago through their student government have launched a movement to make bobby sox, sloppy Joe garb and jitterbugging a thing of the past. Hobart H. Sommers, principal, disclaims any responsibility for the action but hopes that the germ will spread.

### Posters Preach Tolerance

"We Hold These Truths" is the title of four posters which the Council Against Intolerance is distributing with-

out charge to teachers and other educators. Pronouncements of Washington, Jefferson, Lincoln and Franklin D. Roosevelt are woven into photographic montages to illustrate the principles of unity enunciated by these four. Photographs of many types of Americans, busy at their daily tasks, bring out the fact that it takes all kinds of people to make this nation.

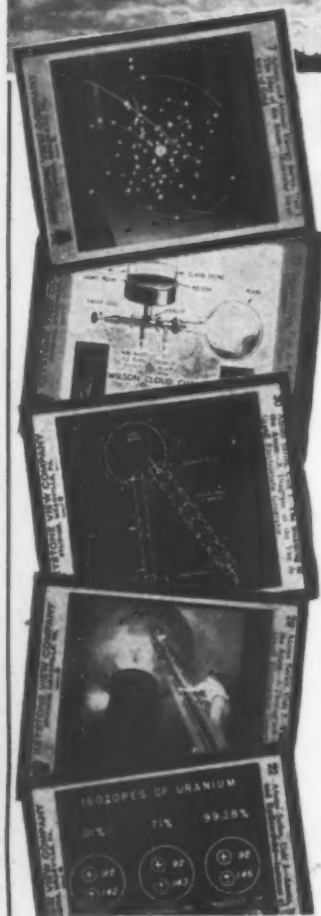
The posters and suggestions for their use can be obtained from the Council Against Intolerance, 17 East Forty-Second Street, New York 17, N. Y. Those requesting them should give their school affiliation.

### Trips Are Prizes in This Contest

In commemoration of the great Dutch migration of 1847, the centennial commission of Holland, Mich., has inaugurated an essay contest for high school seniors on "The Influence of Dutch Settlement on American Civilization." The three top winners will be the guests of the Netherlands Government on a six weeks' trip to Holland during the summer of 1947. The next three winners will be the guests of the centennial commission at the festivities to be held during August 1947 in Holland, Mich.

The chairman of the contest committee is Dr. Clarence DeGraaf, Hope College, Holland, Mich.

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### Superintendent's Book Shelf

ENGLAND UNDER G.I.'S REIGN. By William A. Bostick. Conjure House, Detroit. 1946.

EDUCATIONAL PSYCHOLOGY. By A. M. Jordan. Henry Holt and Company, Inc., 257 Fourth Avenue, New York 10, N. Y. \$3.

ACTION FOR UNITY. By Goodwin Watson. Harper and Brothers, 49 East Thirty-Third Street, New York 16, N. Y. 1947. \$2.

CHEMISTRY FOR OUR TIMES. By Elbert Cook Weaver and Laurence Standley Foster. McGraw-Hill Book Company, Inc., New York and London. 1947. \$2.48.

SOVIET PHILOSOPHY: A Study of Theory and Practice. By John Somerville. Philosophical Library, New York City. 1946. \$3.75.

EXPLORATIONS IN GENERAL EDUCATION: The Experiences of Stephens College. Roy Ivan Johnson, General Editor. Harper and Brothers, 49 East Thirty-Third Street, New York 16, N. Y. 1947. \$3.

RELIGION IN PUBLIC EDUCATION. By V. T. Thayer. The Viking Press, New York City. 1947. \$2.75.

VOCATIONAL EDUCATION OF COLLEGE GRADE. Bulletin 1946, No. 18. Federal Security Agency. For sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. 30 cents.

COOPERATIVE STUDY FOR THE IMPROVEMENT OF EDUCATION. A Staff Report of The Southern Association Study in Secondary Schools and Colleges. Prepared by Frank C. Jenkins, Druzilla C. Kent, Verner M. Sims, Eugene A. Waters. Reprinted from the Southern Association Quarterly, Volume X, February and August 1946.

AMERICAN SCRIPTURES. By Carl Van Doren and Carl Carmer. Boni & Gaer, New York City. 1946. \$3.75.

CRIPPLED CHILDREN IN AMERICAN EDUCATION, 1939-1942. By Romaine Prior Mackie. Teachers College, Contributions to Education, No. 913. Bureau of Publications, Teachers College, Columbia University, New York City. 1945. \$2.10.

LEARNING TO USE HEARING AIDS: A Study of Factors Influencing the Decision of Children to Wear Hearing Aids. By Arthur I. Gates and Rose E. Kushner. Bureau of Publications, Teachers College, Columbia University, New York City. 1946.

AUDIO-VISUAL METHODS IN TEACHING. By Edgar Dale. The Dryden Press, 386 Fourth Avenue, New York 16, N. Y. 1946. \$4.25.

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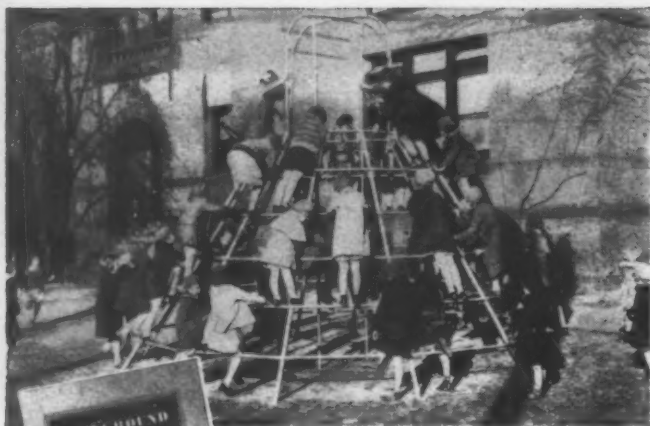
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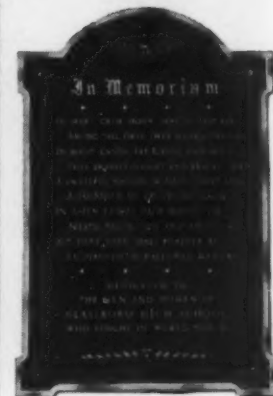
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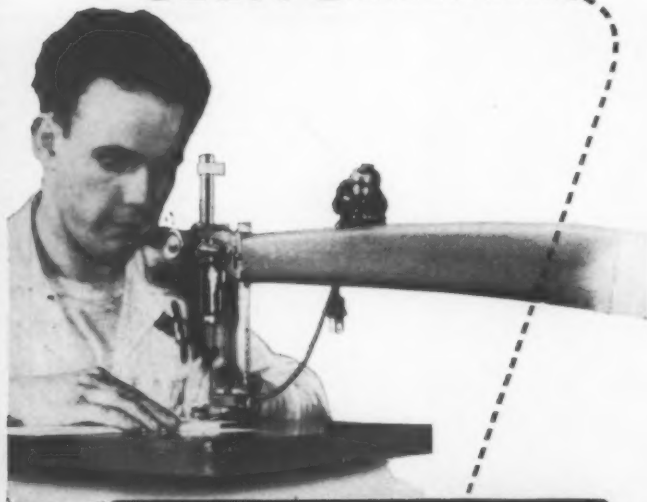
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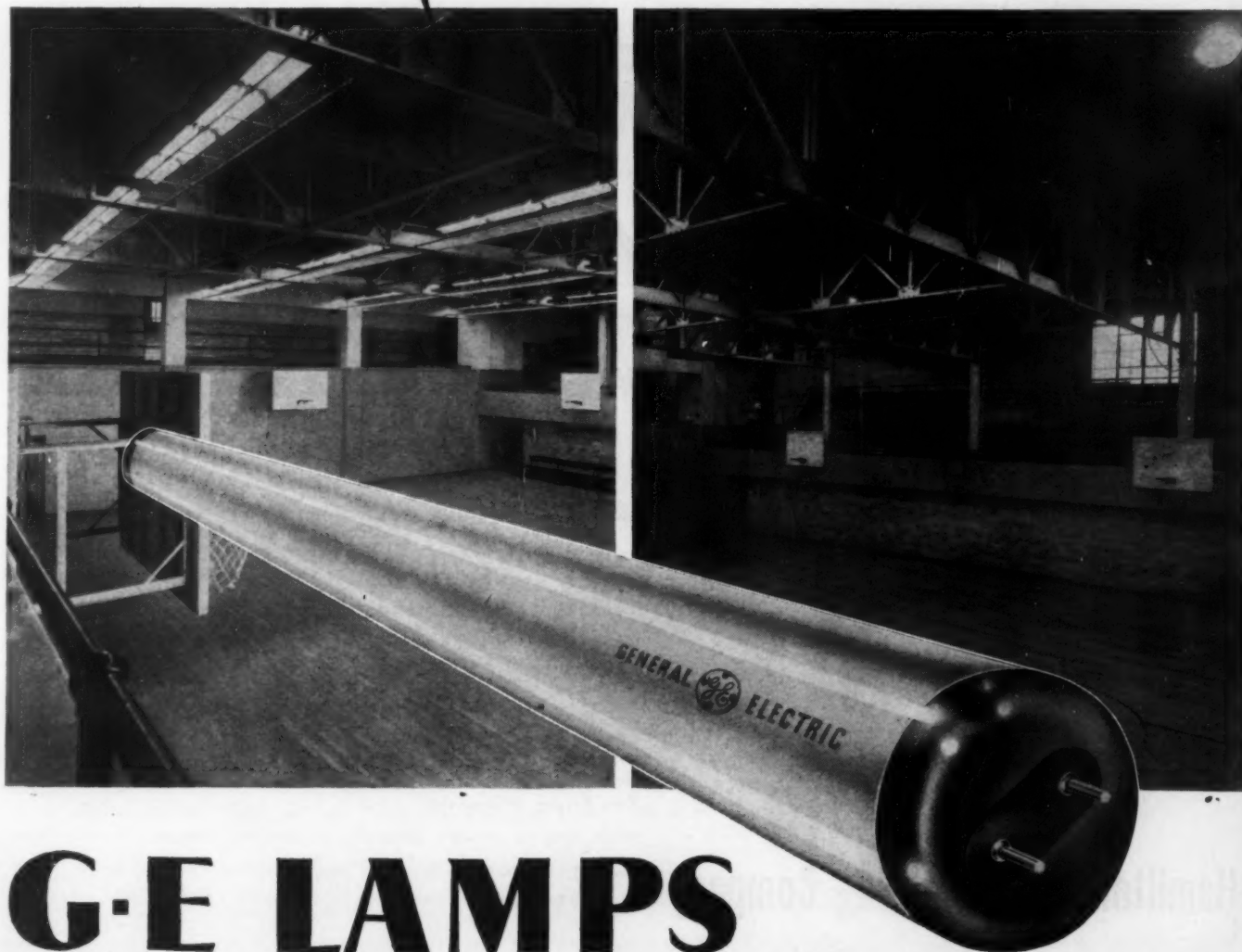
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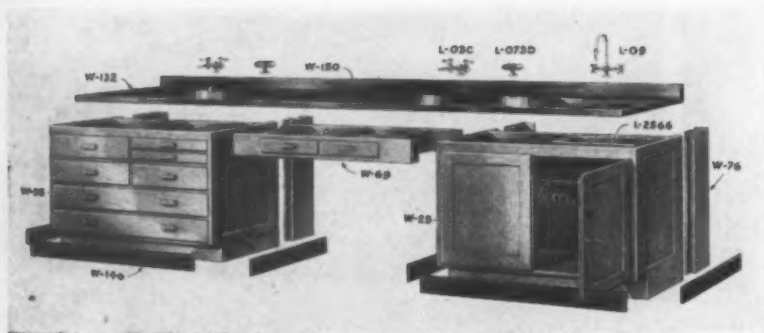
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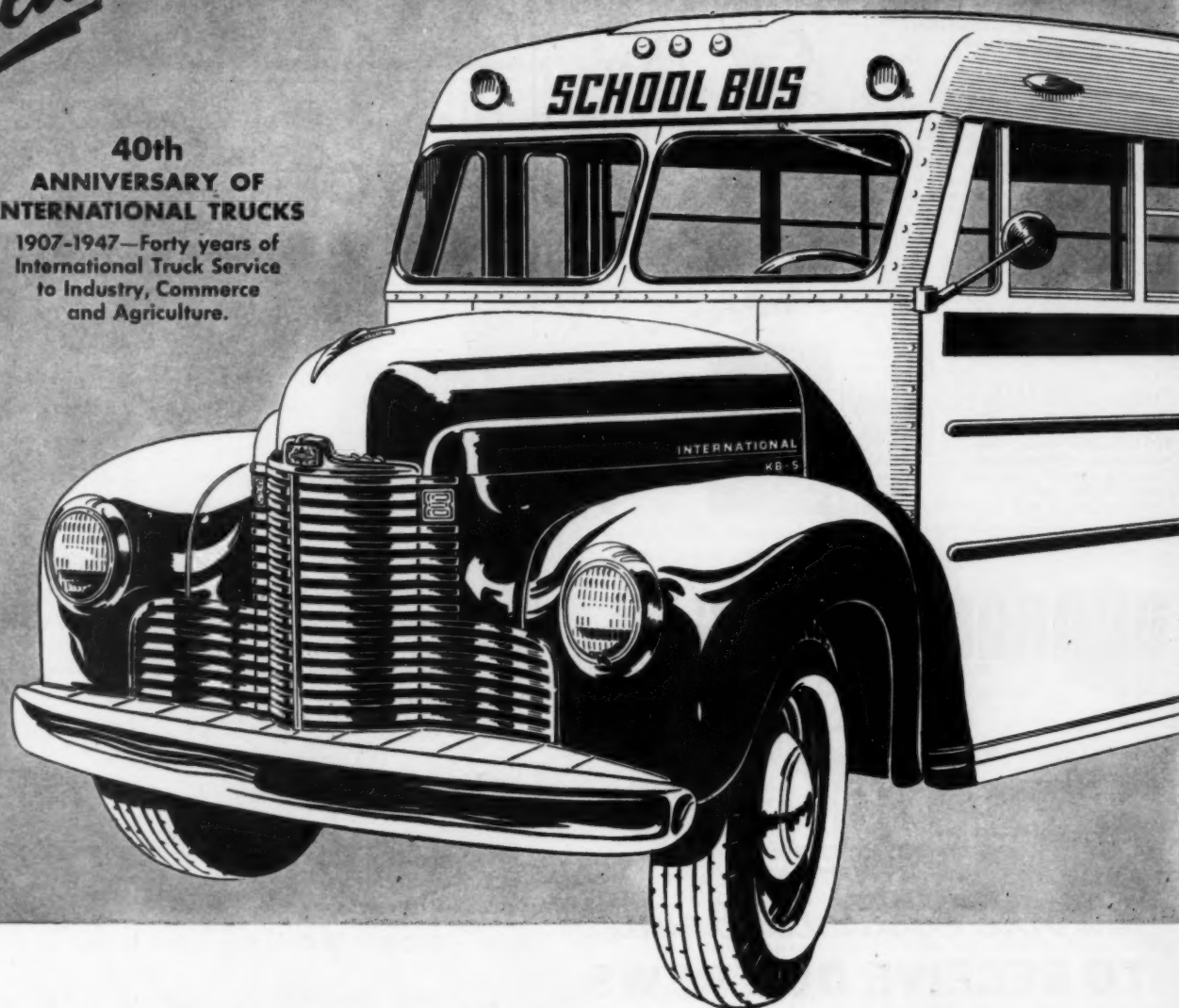
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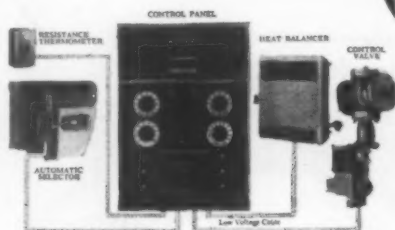
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*NOTE: In the illustration, the flywheel is shown in phantom view so that you can see the complete path of the film through the projector.*

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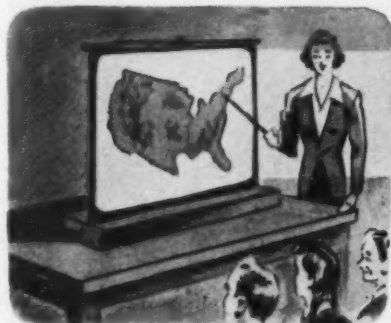
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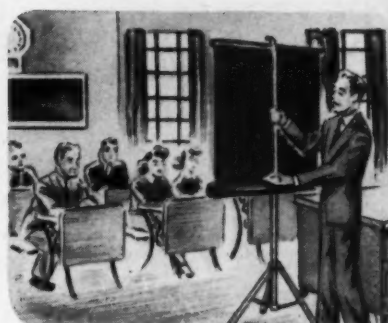
*have made projection screen history!*



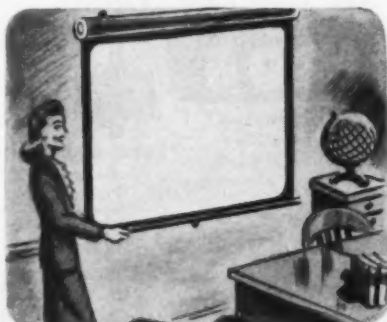
**1927** Da-Lite was FIRST with a fade-proof and shatter-proof Glass-Beaded Screen suitable for roller mounting.



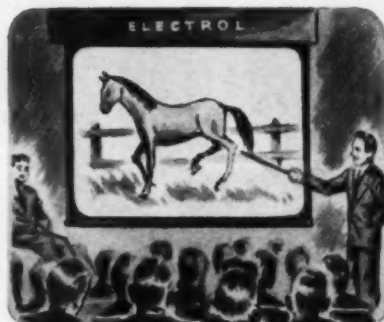
**1928** Da-Lite anticipated "talkies" with the FIRST perforated sound screen.



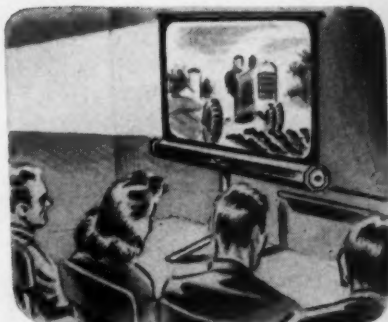
**1931** Da-Lite was FIRST with a tripod screen offering single-operation height adjustment.



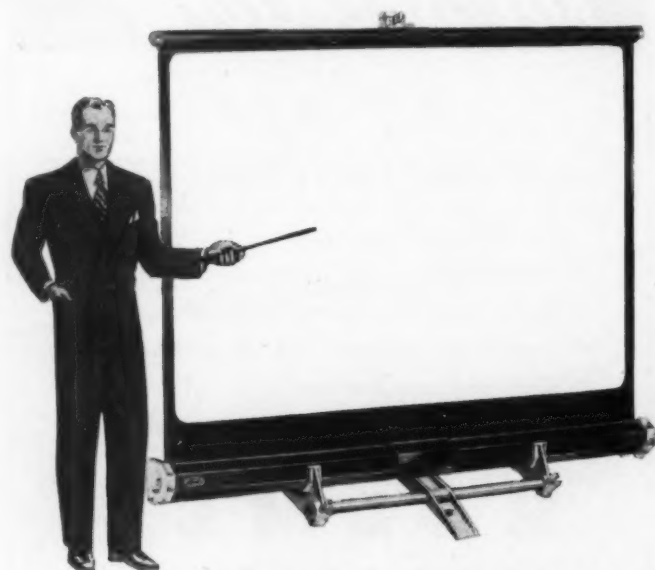
**1934** Da-Lite brought out the FIRST spring-operated hanging screen in a metal case.



**1938** The Da-Lite Electrol was the FIRST complete, ready-to-install electrically-operated hanging screen.



**1946** Da-Lite presented the New Challenger—the FIRST tripod screen with octagon case for better fabric protection.



**1947** Da-Lite will soon have available the new Model C—the FIRST auditorium-type screen that can be hung from wall or ceiling or mounted in its own portable floor support.



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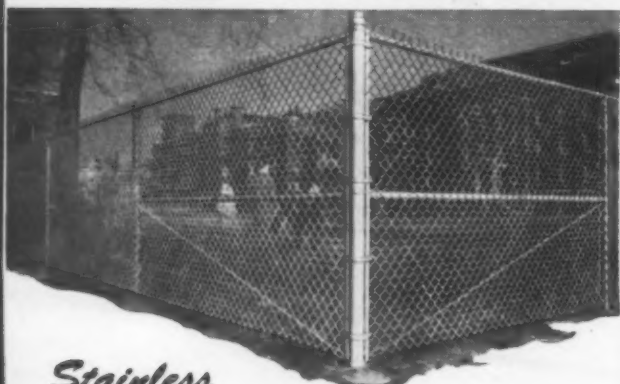
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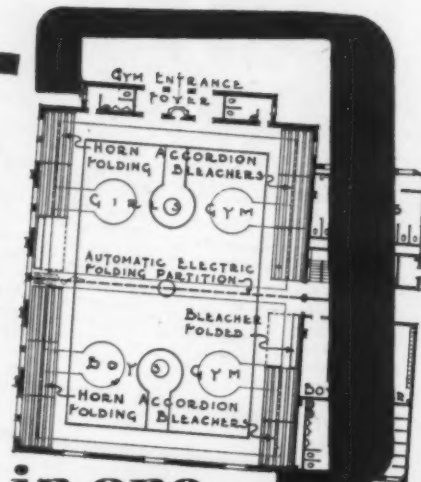
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BY GROUCHO MARX



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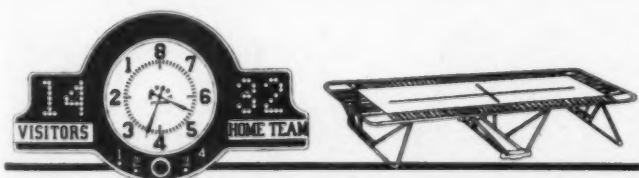
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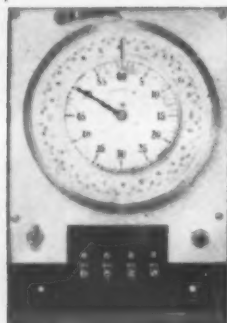
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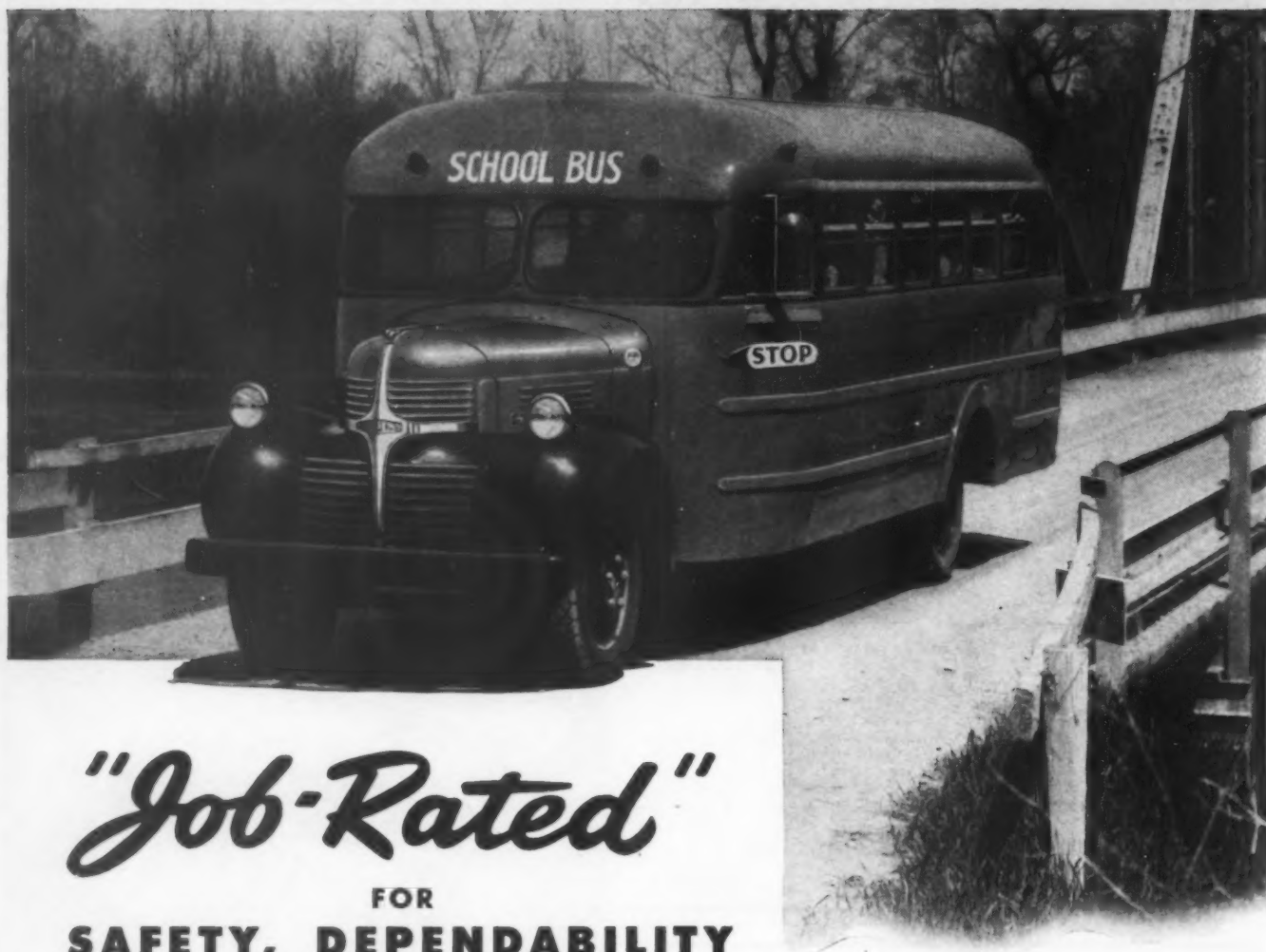
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This year, you can come even closer to meeting your requirements—because Dodge now offers you a variety of 12 basic chassis models, on 5 wheelbases, accommodating from 30 to 60 passengers.

Your Dodge dealer will gladly explain the *economy* Dodge "Job-Rated" chassis will bring to your operation!

# DODGE

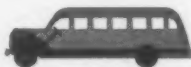
"Job-Rated"  
**SCHOOL BUS  
CHASSIS**

Fit the Job . . . Save Money

**SCHOOL BUS CHASSIS FOR BODIES ACCOMMODATING 30, 36, 42, 48, 54 AND 60 PASSENGERS**



160" wheelbase with 109 H.P. engine. Accommodates 30 or 36 pupils. Brake booster is available at moderate extra cost.



178" wheelbase with 109 H.P. engine. Comfortably accommodates 36 or 42 pupils. A brake booster is standard equipment.



200" wheelbase with 109 H.P. engine. Comfortably accommodates 42 or 48 pupils. A brake booster is standard equipment.



220" wheelbase with 114 H.P. engine and 5-speed transmission. Will accommodate 54 pupils. Brake booster standard.



235" wheelbase with 115 H.P. engine and 5-speed transmission. Will accommodate 60 pupils. Brake booster standard.

# What's New FOR SCHOOLS

*The easiest way to get more information about the new products described in this section is to use the postage paid card opposite page 124. Just circle the key number on the card which corresponds with the number in the headline of each item. The NATION'S SCHOOLS will send your request to the manufacturer.*

## Automatic Flushing System

NS 551

Is Hygienic, Reduces Water Consumption



The assurance of more hygienic conditions in school toilet rooms is not the only advantage offered by the Sloan Valve Company's new automatically flushing urinal flushometer. Its control of the time between flushes is said to save tremendous quantities of water. Moreover, this reduced water consumption is reported to pay for the system in a surprisingly short time after installation.

The heart of this new flushing system, which can be applied to old or new installations, is a remote control electric time clock mechanism that accurately controls the time between flushes both day and night. Each flushometer is operated once every five minutes throughout the day and once each hour during the night. A motor operator is mounted in place of the standard handle assembly to actuate the flushometer, thus eliminating hand operation and ensuring more hygienic conditions.

The system is designed to operate on 60 cycle, 110 volt A.C.—Sloan Valve Company, 4100 Lake Street, Chicago, Ill.

fication was made from the standpoint that the best loved music is invariably familiar and that many selections heard and liked in grade 1 will become well loved when heard again in succeeding grades. Consequently, it is recommended that all albums on each broad level be made available to each grade in that level so that children can rehear favorite music remembered from previous years.—Radio Corporation of America, RCA Victor Division, Camden, N. J.

## Proper Application

NS 553

Of Cleaning Compounds Is Stressed

Theobald Industries, manufacturers of synthetic detergents, chemical cleaning compounds and soaps since the 1800's, have a new catalog which tells of the hundreds of special compounds available to meet the individual needs of various cleaning problems. Too, it tells of the company's basic service whereby trained representatives analyze each customer's needs and explain in detail to all personnel concerned with cleaning exactly how the particular compound should be applied to the individual problem in order to obtain maximum cleaning and sanitation results.—The Theobald Industries, Kearny, N. J.

## Basic Record Library

NS 552

Combines Phonograph Records and Teaching Notes

Marking the first time that phonograph records and incorporated teaching notes have been combined in one package, the Educational Department of RCA Victor announces a completely new Basic Record Library for elementary schools. It consists of 21 albums, all of which but one contain four 10 inch records. The records are made of nonbreakable plastic which is said to provide greatly reduced surface sound and more life-like tone production. This new compound has never before been available in commercial educational records.

Totaling 370 compositions, the repertoire and recommended grade levels were selected by two widely known authorities in the field of music education: Lilla Belle Pitts of Columbia University and Gladys Tipton of Illinois.

The recordings, in production for two years, have been made specifically for this basic library which is planned for two broad levels: the primary level, consisting of grades 1, 2 and 3, and the upper grade level, comprising grades 4, 5 and 6. Instead of an arbitrary classification of music as belonging only in grade 1 or only in grade 6, this classi-

## Multi Purpose Projector

NS 554

Offers Many Mechanical Improvements



A multiple purpose unit for use with either sound or silent film and including jacks for use with a record player or as a public address system, the new Victor Model "60" is enthusiastically announced by its manufacturer. With many mechanical refine-

ments resulting from thirty-six years of precision engineering, this unit offers real value in a 16 mm. sound projector at a price only 3 per cent above prices prevailing at the time of federal decontrol, according to S. G. Rose, president of the Victor Animatograph Corporation. "Further," says Mr. Rose, "our low price is only 10 per cent over 1941 figures which, we believe, in view of tremendously increased labor and material costs, is an outstanding accomplishment in the industry."

Housed in streamlined aluminum cases, this new projector includes reverse operation and has the advantage of still



picture projection. New features include the Instantilt, a device which centers the picture on the screen at the touch of a finger; Duotrol which provides separate controls for both bass and treble tones and minimizes acoustical problems; Clutch-Controlled Rewind which permits fast, safe, convenient rewinding of film without the need for shifting belts or reels, and a leveling device which compensates for uneven projection surfaces.

A coated 2 inch F:1.6 projection lens is included as standard equipment but other lenses up to 4 inches are instantly replaceable. The topmounted reel arms on the new model accommodate 2000 foot reels and the sound system contains a stationary sound drum with a micro-metrically set sound lens. The life of the exciter lamp is rated at 100 hours instead of the usual 50 hours.—Victor Animatograph Corporation, Davenport, Iowa.

### This Sharpener

NS 555

Means Brief "Time Out" Periods for Lawn Mower



Long before the grass turns green, the well organized maintenance department begins its preparations for the care of school lawns. Here is news for that department: Any hand or power operated lawn mower can now be sharpened and back in service within ten to twenty minutes without removing handles, rollers, wheels or motor.

The source of that information is the Modern Manufacturing Company, manufacturer of the Modern Lawn Mower Sharpener.

Because this new sharpener grinds either right or left twist reel blades clear to the ends, no hand filing is needed. By placing the bottom-knife in the same brackets as the mower, it is sharpened *without extra attachments*. Thus both reel blade and bottom-knife are sharpened parallel from end to end giving them a scissors-like action. By a turn of the elevating crank, any desired bevel can be obtained.—Modern Manufacturing Company, 156 North Fair Oaks, Pasadena, Calif.

### Floor Wax

NS 556

Offers Safety, Maintenance Advantages

The self polishing, washable, anti-slip properties of Wyandotte Wax, a new emulsion type of floor wax, recommend it for use in school buildings. This product, which has a carnauba wax base and contains modern emulsifiers and plasticizers, is said to be simple to apply and to leave a dry, dirt resisting surface that is easy to keep clean. A companion product to the two well known maintenance cleaning products, Wyandotte Detergent and Wyandotte F-100, Wyandotte Wax is listed by the Underwriters Laboratory.—Wyandotte Chemicals Corporation, Wyandotte, Mich.

### "Preserved in Plastic

NS 557

May Replace Lab Term, "Preserved in Alcohol"



With the development of Bio-Plastics, transparent plastic mountings in which delicate, soft-bodied biological specimens are permanently preserved for laboratory and classroom study, educators and educational institutions can now obtain specimens in a form that is both permanent and easy to handle. The plastic blocks can be studied under standard dissecting microscopes, viewed

under hand lens or examined from all surfaces with the naked eye.

This successful development is the result of two years' research at Ward's Natural Science Establishment, Rochester, N. Y., and is said to be the first method to permit quantity production of plastic mountings for easily damaged, expensive biological specimens, such as pig and chick embryos, flukes, jelly fish and similar items, according to Dr. Dean L. Gamble, Ward's president. The process was developed by Theodore Romaniak, manager of Ward's plastics department, working in collaboration with Dr. Robert L. Roudabush, microslide department manager, and other staff members. Dr. Gamble announces that Ward's is extending its research in the Bio-Plastic process to other biological materials for which a permanent study mounting is needed.

Because of the development's importance to the biological sciences, Ward's is publishing the complete method freely for the guidance of teachers and experimenters in addition to producing sets of Bio-Plastics for educational use. The embedding plastic and catalyst, employed in the process, also are being sold by Ward's in the event that schools wish to prepare their own embedded specimens. Complete information, including price lists of Bio-Plastics and of the embedding plastic and catalyst, is available upon request.—Ward's Natural Science Establishment, 3000 Ridge Road East, Rochester 9, N. Y.

### New Workbooks

NS 558

For Reproduction on Duplicating Machines

Three new workbooks for use on Direct Process (Liquid) machines have been announced by Ditto, Inc., originators of workbooks for reproduction on duplicating machines. They are "Pre-Primer—A Book of Little Books," "Getting Ready for Reading" and "A Word Book for the First Grade." All the company's previous books were for use on gelatine type of duplicators only.

Each book contains 40 pages which are printed through Direct Process carbon. This means that 300 and more copies can be reproduced from each page when it is torn out and placed on a liquid type of duplicator. As the masters do not age, they may be filed and used repetitively from time to time. The school, for example, can reproduce 50 copies today, 50 copies six months from now and so on.—Ditto, Incorporated, 2243 West Harrison, Chicago, Ill.

## Tour of Print Shop

Provided by These Visual Charts

The American Type Founders' revised set of Printing Instruction Wall Charts literally provides an educational trip through a commercial print shop. There are twenty-four 11 by 14 inch light-weight cardboard charts in the set and each illustrates a basic step in setting, proofing and handling type. This visual aid material was prepared by the American Type Founders, Department of Education, and can be ordered from the nearest ATF branch. The price is \$2.50 a set. Further detailed, illustrative information is available upon request.—**American Type Founders, Department of Education, Elizabeth B, N. J.**

## Color in Decorating

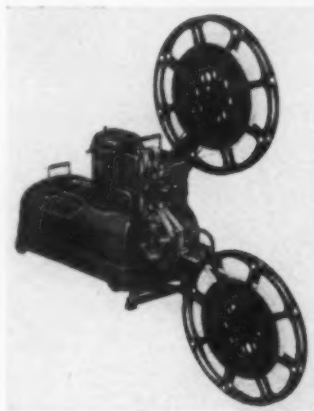
Its Effect on People, Discussed in Booklet

The Pittsburgh Plate Glass Company's new 32 page booklet has a special section outlining the scientific facts about color. "The medical profession," says the booklet, "has long realized that colors can be used to stimulate or depress. Some colors help people relax and be cheerful. Others stimulate and invigorate them. Still others set up irritation and actual physical discomfort."

When it comes to decorating or redecorating the school building, this booklet will serve as an excellent guide in influencing color choice. Copies can be obtained free of charge.—**Dept. NIB, Public Relations Department, Pittsburgh Plate Glass Company, 632 Duquesne Way, Pittsburgh 22, Pa.**

## Sound-on-Film Projector

For Classrooms, Average Sized Auditoriums



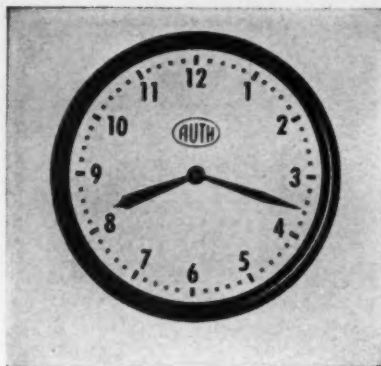
focus of the projection lens. Other features incorporated in the projector's extremely simplified design include a long wearing roller sprocket shoe assembly that opens and closes automatically with the film gate for quick, easy threading and which can be operated individually; a quick centering tilting control knob; a fast automatic rewind.

Equipped for both silent and sound film speeds, still picture and reverse operation, switches are readily accessible on a centralized control plate. Coated super 2 inch Fl. 6 lens is standard equipment on the Ampro "Premier-20" and is easily replaceable by either 1, 1½, 2½, 3, 3½ or 4 inch coated super lenses. Unit includes projector, speaker, lens, lamps, 1600 foot reel and standard accessories.—**Ampro Corporation, 2835 North Western Avenue, Chicago 18, Ill.**

NS 559

## Program Clock System

"Watches Itself," Requires No Supervision



responsibility. In addition to the quality of dependability, many operational features are stressed by the manufacturer.

Because the system is said truly to "watch itself," the need for central control clocks, added accessories and frequent servicing is eliminated. Program signals are sounded automatically, with no supervision required, and timing of programs can be changed easily as desired.

Clocks, with single or double dial mountings, are available in various sizes for installation at as many key points throughout the building as required. Complete information can be obtained from the manufacturer.—**Auth Electric Company, Inc., 34-20 Forty-Fifth Street, Long Island City 1, N. Y.**

NS 562

With the addition of Telechron motored, self starting, synchronous program clock systems to its line of program bell, fire alarm, hospital signaling and intercom telephone systems, the Auth Electric Company can now offer institutions complete systems with one re-

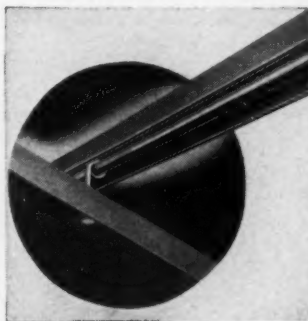
NS 560

## Sound-on-Film Projector

NS 561

## Nailing Channels

Provide Method for Installations on Steel, Concrete



concrete slabs, often an installation problem in gymnasiums.

This product, however, has other applications: to apply acoustical and other tiles to ceilings and to apply flat siding, sheeting, furring or wallboard to interior and exterior walls and partitions in buildings, booths and cabins. It affords a wide freedom of choice in insulating, weather protective and decorative manufactured materials.

The channels are usually spaced not more than 24 inches apart and are set in concrete or attached to steel furring channels or structural steel members by grips, wiring or spot welding. They can be attached in vertical, horizontal or inverted positions.

When driven into a channel, nails automatically loop around the rod, an exclusive feature of Nailock Nailing Channels. It makes no difference where the point of the nail first strikes within the limits of the channel edges; whenever the point strikes on either side of the channel or

NS 563



on the rod in the center, it is automatically deflected into the proper course. This method of attachment is claimed to be much stronger and safer than driving nails into wood or other nailable materials.—**The Sanymetal Products Company, Inc.**, 1705 Urbana Road, Cleveland 12, Ohio.

## First Aid

NS 564

### To the Injured Requires Well Stocked Cabinet



Small schools and several locations in large schools have need of a safety kit or cabinet for the application of *immediate* first aid pending the attention of a doctor or nurse. If the cabinet is not adequately stocked, however, its purpose will be defeated.

The Utility First Aid Cabinet of the

Brusan Products Company meets school needs and the manufacturer services the cabinets by means of a simplified inventory and replacement sheet sent all users every month for convenience in checking and ordering new supplies.

Two models, stocked according to the advice of industrial physicians, nurses, health officials and casualty insurance companies, are offered: the de luxe unit, which is said to fulfill every first aid requirement, contains 58 items; the regular unit, somewhat smaller, 45 items. The all steel cabinets are finished in white and locks are supplied for doors. Either sized cabinet is available also without supplies.—**Brusan Products Company, Department 000, 2318 North Thirtieth Street, Milwaukee 10, Wis.**

## TEACHING AIDS

### Traffic Safety Film

NS 565

**Priceless Cargo.**—16 mm. or 35 mm.; 18 minutes; sound. Dramatizes past perils and present progress associated with problem of providing safe transport daily for more than 4,500,000 school children. Part of expanded program launched by Superior Coach Corporation through its department of safety research and continuing the past work done by this manufacturer toward safety promotion. Particularly suitable for showing to youth groups, parent-teacher associations and allied interests. Available free.—**Superior Coach Corporation, Lima, Ohio.**

### Free Film Catalog for Schools

NS 566

Castle Films, authorized distributor of U. S. Government visual aids, has published a new catalog of films released during the past year for school and industrial training purposes. Now available are 730 sound motion pictures on 16 mm. film and 585 filmstrips for 35 mm. slidefilm projectors. The catalog is free to all schools equipped to use visual aids.—**Castle Films Division of United World Films, Inc., 30 Rockefeller Plaza, New York 20, N. Y.**

## For Social Studies Classes

NS 567

**Meet Your Federal Government.**—16 mm. sound-on-film, black and white; 15 minutes. Teacher's guide included. Produced for junior and senior high school social studies classes. Centered around high school pupil's visit to Washington, D. C. Explains system of checks and balances among three branches of government.

**Federal Government Series.**—Five new slidefilms designed to correlate with junior and senior high school social studies program. Individual titles: **Our Congress, The Department of Interior, The Department of Agriculture, Post Office Department and Our Federal Government.** Teacher's guide included.—**Young America Films, Inc., 18 East Forty-First Street, New York 17, N. Y.**

## Visual Aid Folders

NS 568

Colorful folders describing Teach-O-Filmstrips on language arts, health, science and social studies have been prepared by the Audio-Visual Division of Popular Science Publishing Company and are available free on request. Teach-O-Discs, classroom recordings for use in junior and senior high schools and upper elementary grades, are listed in up-to-date folders presenting the "English Literature Series" and "United States History Series" now available. Functional guides for use with these teaching aids can be obtained free of charge, too.—**Audio-Visual Division, Popular Science Publishing Company, Inc., 353 Fourth Avenue, New York 10, N. Y.**

## Instructional Films

NS 569

Eight new 1 reel, 16 mm. sound motion pictures, available in color or black and white, are announced by Coronet Instructional Films as follows:

**How We Elect Our Representatives.**—Explains functional basis of U.S. democracy and its election system. For civics, government and social studies classes as well as assembly programs.

**Air in Action.**—Story of four junior high school pupils' visit to an airport presents fundamentals of aerodynamics in a logical, interesting way.

**The Mighty Columbia River.**—Shows one of world's greatest sources of hydro-electric power as well as one of world's important sources of fish. Suited to classes in geography and economics in upper elementary, junior and senior high schools.

**Improve Your Reading.**—Offers suggestions for improving rate of reading and comprehension with careful attention to pupils with special reading problems. Especially suitable for use in upper elementary and intermediate grades.

**Our Animal Neighbors.**—Introductory film on small local mammals. Particularly well suited for younger children.

**Bookkeeping and You.**—Gives job information and information relating to educational preparation for a variety of kinds of work. Designed for use with groups in junior or senior high schools.

**The Secretary's Day.**—Compares daily activities of secretary with those of stenographer to show added responsibilities and duties of the former. For shorthand, typing and secretarial office practice courses; also well suited to vocational guidance and informational studies in senior high school.

**How to Read a Book.**—Shown *before* book reports are assigned, film is an aid to general study habits, a device to improve reading skills and an implement to aid discriminating thought. For junior and senior high school groups, reading and remedial programs.—**Coronet Instructional Films, 65 East South Water Street, Chicago 1, Ill.**



# INDEX TO PRODUCT INFORMATION AND ADVERTISEMENTS

HERE IS AN EASY WAY to obtain information about products advertised in this issue or described in the "What's New" pages. Check the convenient card below, tear out and mail—no postage is required.

The publishers of The Nation's Schools offer this free service with the idea that data on products is an essential part of the equipment of the school administrator's office. When we receive the card from you, we immediately pass on your request to each manufacturer whose number has been checked, with the request that he forward further details promptly. Thus, with a single card, you can get information on as many or as few items as you wish.

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SEC. 510 P. L. & R.  
CHICAGO, ILL.

BUSINESS REPLY CARD

No Postage Needed if Mailed in the United States

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THE NATION'S SCHOOLS

919 NORTH MICHIGAN AVENUE

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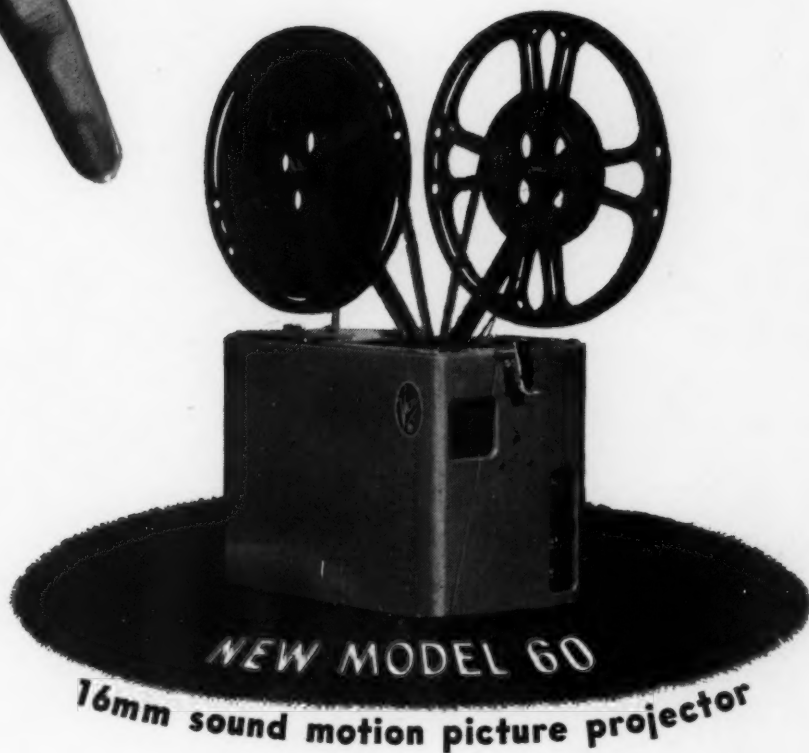
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INSTITUTION	
ADDRESS	CITY
	ZONE
	STATE

# 1947 Victor Teaching Triumph



**A**N INNOVATION in 16mm sound projector development . . . the new, sleek Victor "60" combines modern design and many new mechanical improvements. It is truly the finest teaching tool in audio-visual education.

As smart in appearance as today's airplane luggage — with its light-weight, aluminum case and matching speaker — the Model "60" further affirms Victor leadership in the 16mm

equipment field. As far ahead as its striking appearance are the new engineering refinements which provide simplicity of operation and peak performance for classroom or for auditorium.

Learn about this teaching triumph by writing today for booklet describing "The New Victor 60" — a booklet of good counsel in making the correct sound movie equipment selection.



## **VICTOR**

### **ANIMATOGRAPH CORPORATION**

A DIVISION OF CURTISS-WRIGHT CORPORATION

Home Office and Factory: Davenport, Iowa

New York • Chicago

Distributors throughout the World

MAKERS OF MOVIE EQUIPMENT SINCE 1910



# Comfort...

**HAS KEPT PACE  
WITH EDUCATION!**



**YES**, and there's no question about it! For, great as have been the advances in education, comfort has definitely kept pace to say the least.

Today even the smaller schools enjoy the advantages of even and correct temperature, with fresh clean air regardless of weather conditions outside — thanks to Minneapolis-Honeywell automatic temperature controls. This means that pupils are alert — able to absorb today's modern teachings and less apt to suffer from colds and other ills. It means, too, that fuel

bills are kept at a minimum, because Honeywell control eliminates overheating and consequent fuel waste.

There is a Honeywell control system for every school — old or new — large or small. The Honeywell representative in or near your city will gladly show you the advantages of Honeywell automatic temperature control for your school. Call him or write Minneapolis-Honeywell Regulator Company, 2614 Fourth Avenue South, Minneapolis 8, Minnesota.

MINNEAPOLIS  
**Honeywell**  
CONTROL SYSTEMS